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## **Bridges to opportunity : an investigation into the access of disadvantaged people in rural areas to post secondary education in Western Australia**

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**BRIDGES TO OPPORTUNITY**

An Investigation into the Access of  
Disadvantaged People in Rural Areas  
to Post Secondary Education in Western Australia

Margaret McGrath  
Toby Metcalfe



**EDITH COWAN UNIVERSITY**

PERTH WESTERN AUSTRALIA

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# SUMMARY

## Terms of Reference:

- to identify disadvantaged people in rural and isolated areas of Western Australia;
- to assess and report on the needs of one or more disadvantaged groups in two selected rural regions in Western Australia;
- to provide information to Enabling Course developers within the University and act as liaison between client groups and the University up to the point when decisions are made concerning the first program or programs;
- to survey the range of options available to adults for further and higher education, particularly through the four universities in Perth, Technical and Further Education, independent regional colleges and through distance learning courses.

## Content of the Report:

A comprehensive survey of the literature relating to the demography of rural regions within the State was undertaken with respect to two of the categories of disadvantage, namely, people of non English speaking background and adult women. The current offerings of universities, and other post school providers, were detailed and the views of communities, particularly in the Pilbara, were summarised. The population characteristics of thirteen selected rural localities were detailed in *Tables* and *Charts* and a summary of demographic findings given. A report on field work in the Pilbara outlined strategies for improving the access of interested community members and potential students to the University. A summary of the operation of the bridging program, conducted in Karratha in September and October 1991, together with comment on its operation, was included.

## Recommendations:

Data provided to the Western Australian Office of Higher Education for the annual compilation of statistics on the composition of students enrolled at universities in Western Australia should enable an assessment to be made of the extent to which there is real improvement in the access of disadvantaged students *at undergraduate entry levels*.

Two major recommendations provided priority listings of rural towns and districts to be considered for further Enabling Programs which may be offered by Edith Cowan University, another Western Australian university, Technical and Further Education or other independent regional colleges. Data indicated that separate priority listings are required to meet the different needs of people of non English speaking background and of adult women.

Other recommendations identified the need for significant field work within local areas prior to any decision being made about the siting of future Enabling Courses; and the necessity for professional development of staff employed by the University who would teach in these courses. Further recommendations related to the length, content and delivery of the courses. There is a need for courses for people of non English speaking background which are at an interim level between those provided for newly arrived migrants, usually through the Department of Immigration, Local Government and Local Affairs, and the levels needed entry to higher education bridging programs.

The final recommendation pointed to the need for course providers to consider carefully the costs associated with the efficient and effective running of access courses, particularly in remote areas, and to budget for these costs when making submissions to the Commonwealth Government.

## **Conclusion:**

Analyses of the demographic data, although detailed, were based on the 1986 census. Comparison of currently available data with data emerging from the recent (1991) census would be appropriate when the latter become available. The thirteen selected localities considered did not include five additional rural areas which would be worth investigation. Further investigation of useful strategies for the evaluation of access programs to higher education is needed.

Finally, it was noted that support mechanisms for students who are successful in overcoming the hurdle of entry to higher education are required particularly in the case of students in rural locations studying externally or undertaking courses contracted to regional post secondary education institutions. The entry of significant numbers of mature students of diverse cultural and educational backgrounds requires all institutions of higher education to provide appropriate student support and flexible delivery mechanisms.

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## FOREWORD

The Edith Cowan University Educational Profile for 1991 identified the need for a survey of disadvantaged people in rural areas of Western Australia as part of its equity and access proposals. The Department of Employment Education and Training provided funds to the University for this purpose.

The Institute of Applied Language Studies within Edith Cowan University contracted McGrath Consultants to undertake a survey of the access to higher education of defined disadvantaged groups in rural areas of Western Australia. The object of the survey was to draw up a profile of significant disadvantaged groups as a basis for identifying services currently available and for planning future needs. It is expected that this project will greatly assist the identification of potential participants in the enabling programs for rural students who are seeking to undertake further education courses. The survey also formed part of the University Access and Equity Profile for 1991.

The Board of the Institute acknowledges the contribution of McGrath Consultants and Dr Toby Metcalfe, who supervised the project, and the funding support of the Department of Employment Education and Training.

Thanks are due to Janet Betts for typing the manuscript and to the University's Department of Administrative Services for production of the printed report completed in 1991.



Dr C. D. Metcalfe

Head  
Institute of Applied Language Studies

February 1992

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## **Abbreviations and Acronyms**

<b>ABSTUDY</b>	Scheme of financial assistance for Aboriginal students in approved courses at post compulsory school age levels
<b>ABS</b>	Australian Bureau of Statistics
<b>AGPS</b>	Australian Government Publishing Service
<b>AMEP</b>	Australian Migrant Education Program
<b>AMES</b>	Adult Migrant Education Service
<b>ASLPR</b>	Adult Second Language Proficiency Rating
<b>ATSIC</b>	Aboriginal and Torres Strait Islander Commission
<b>AUSTUDY</b>	Scheme of financial assistance for full time students in approved post school courses
<b>CTEC</b>	Commonwealth Tertiary Education Commission (now subsumed into NBEET)
<b>DEET</b>	Department of Employment Education and Training
<b>DILGEA</b>	Department of Immigration Local Government and Ethnic Affairs
<b>DPUD</b>	Department of Planning and Urban Development
<b>EAP</b>	English for Academic Purposes
<b>EOP</b>	English for Occupational Purposes
<b>EFTSU</b>	Effective full time student unit - the unit by which funds to universities are calculated and allocated by the Commonwealth Government
<b>ELICOS</b>	English Language Intensive Course for Overseas Students
<b>ESL</b>	English as a Second Language

JOME	Job Oriented Migrant English
LOTE	Language Other Than English
Low SES	Low Socio Economic Status
MAE	Migrant Adult Education
MEAC	Multicultural and Ethnic Affairs Commission
NAEC	National Aboriginal Education Committee (now subsumed into ATSIC)
NBEET	National Board of Employment Education and Training
(N)ESB	(Non) English Speaking Background
NILF	Not in the Labour Force
NOOSR	National Office of Overseas Skills Recognition
NOW	New Opportunities for Women
OMA	Office of Multicultural Affairs
SILP	Special Intensive Language Program
SLA	Statistical Local Area
TAFE	Technical and Further Education
TEE	Tertiary Entrance Examination
WACAE	Western Australian College of Advanced Education (now Edith Cowan University)
WAHEC	Western Australian Higher Education Commission
WAOHE	Western Australian Office of Higher Education
UWA	University of Western Australia



## **Chapter 1**

### **INTRODUCTION**

#### **Background**

This report was commissioned by the Institute of Applied Language Studies of the Edith Cowan University in April 1991. Funds had been made available to Edith Cowan by the Department of Employment Education and Training for the 1991 academic year to survey the access to higher education of disadvantaged people in rural areas of Western Australia. Funds were also available to provide for a pilot Bridging Program for disadvantaged persons to enable their entry to courses at post secondary education level.

#### **The Western Australian Context**

For the purposes of the 1986 Census of Population and Housing the state of Western Australia was divided into nine statistical divisions, eight of which were in rural or remote areas. There are significant variations in population density and lifestyle between these rural divisions but almost all of them are characterised by a lack of access to higher education. The city of Bunbury has a campus of a Perth metropolitan university and some of the other major towns have Technical and Further Education Colleges or independent colleges offering courses at the post school level. Some contracting of higher education courses from universities to these post school institutions occurs but the spread of offerings is small and in a number of areas there is no mechanism to enable students to study at higher education level except for a limited range of courses in the external studies mode. The distance from Perth to the East Kimberley is in excess of 2000 kilometres and Port Hedland is more than 1300 kilometres from the metropolitan area. People who live in such remote areas are severely disadvantaged in their efforts to continue their education at post school levels.

#### **Terms of Reference**

The Edith Cowan University developed the request for Department of Employment Education and Training funds to conduct this survey in an effort to establish the priority areas for the siting of future enabling programs to higher education courses. These would be targeted to adults who did not have the standard entry qualification which requires a sufficient aggregate mark in the Tertiary Entrance Examination.

The agreed terms of reference for the survey were:

- to identify disadvantaged people in rural and isolated areas of Western Australia;
- to assess and report on the needs of one or more disadvantaged groups in two rural regions of Western Australia;
- to provide information to Enabling Course developers within the University and act as liaison between client groups and the University up to the point when decisions would be made concerning the first program or programs;
- to survey the range of options available to adults for further and higher education, particularly through the four universities in Perth, Technical and Further Education, independent regional colleges and through distance learning courses.

## Disadvantaged Groups

Disadvantaged groups, which have been identified by the Commonwealth government, are given below with definitions used by the Edith Cowan University:

- **Rural and isolated Students** - students whose home addresses are in non metropolitan areas;
- **Aboriginal and Torres Strait Islanders** - students who state that they are of Aboriginal descent and who are accepted as such by the community in which they live;
- **Low Socio Economic Groups** - those students who are eligible for AUSTUDY, Pensions, DILGEA or Young Homeless Allowances;
- **Non English Speaking Background Students** - persons who indicate this by self report on census information and enrolment forms for University study;
- **Women** - as for non English speaking background students;
- **Disabled Students** - definition as adopted by the Department of Employment Education and Training; "A disabled person is ... one who has a (mental or) physical impairment which results in a loss or retardation capacity."

## Strategies

The strategies to achieve these aims included the completion of a demographic survey using, primarily, data from the 1986 Census of Population and Housing; a literature survey of relevant published and unpublished material; and field work to validate population data and to assess needs in the two statistical divisions chosen. An assumption was made that a likely region for initial analysis was the Pilbara Statistical Division because of the known size and diversity of the population. It was initially intended that field work would also be undertaken in the South East Statistical Division because of population size. The two disadvantaged groups chosen were persons of non English speaking background and adult women.

Limiting investigations to these two groups is justified given certain assumptions. It is likely that a significant number of persons of low socio economic status would be included within these two groups. The small number of disabled persons would be surveyed during field visits and their needs accommodated if appropriate. The Aboriginal population already have a variety of special programs available to them. However other groups are not neglected. For example, members of other disadvantaged groups may apply for enabling courses emanating from the survey. By confining the investigation to the rural statistical sub divisions in Western Australia, a significant proportion of the first named disadvantaged category would be considered.

## **Limitations**

Field visits were not undertaken in the South East Statistical Division in 1991 because of a subsequent decision to provide an access program in one of the towns in the Pilbara. As further funds for bridging programs were not available in 1991 it was considered advisable to delay further field work until any confirmed interest by people in a particular area could be followed, in a short space of time, by the provision of a course. The coverage of thirteen selected areas based on the Statistical Local Area (SLA) are given in Chapter 3 and a basis for these choices outlined.

The choice of the Pilbara and South East Statistical Divisions for initial investigation was further influenced by the fact that another similar project for the Western Australian Office of Higher Education was under way in the first half of 1991. Details of this are reported in Chapter 2. This study investigated the Kimberley and the Midlands Divisions by mid year and it was intended that the Central and Upper and Lower Great Southern Divisions would be surveyed from July 1991 onwards. It was considered advisable to concentrate initially on areas not surveyed by this investigation. However, just as the survey with which this report is concerned has been modified, the study by the Western Australian Office of Higher Education has also been changed to suit the emerging issues which became evident during the course of their investigations. Work on the central and southern divisions has not proceeded to date.

## **Contents of the Report**

In this report a survey of the literature is contained in Chapter 2. This is followed by a description of the demography of rural regions in Western Australia using the thirteen selected areas as a basis for comment. The source of most of the data, on which these comments are based, is the TABLES which are contained in the APPENDICES. The source of this, in turn, is usually the 1986 Census of Population and Housing. Field work in the Pilbara is outlined in Chapter 4. Chapter 5 contains a report on the Bridging Program held in the Pilbara. The Conclusion includes some general discussion on issues present in the Equity debate and asks some questions about the equitable access provisions for disadvantaged groups in a state such as Western Australia.

## RECOMMENDATIONS

(Recommendations which are relevant to each chapter are repeated in their appropriate context.)

1. It is recommended that the Edith Cowan University discuss with the Western Australian Office of Higher Education the compilation of a more detailed summary of higher education statistics. This summary should emphasize the participation of disadvantaged groups in higher education.
2. That the districts surrounding the towns of Bunbury, Karratha, Port Hedland, Geraldton, Katanning and Albany are considered in this priority order for the investigation of the need for access courses to higher education studies for adults of non English speaking background.
3. That the towns of Bunbury, Karratha, Port Hedland, Kalgoorlie, Esperance and Albany are also considered for investigation into the need for access courses for disadvantaged groups and, in particular, adult women.
4. That the preliminary investigation take the form of significant fieldwork in the towns concerned and that the recommendations contained in Chapter 4 are considered.
5. The Edith Cowan University consider the following modifications to strategies related to the investigation of interest in a bridging program in a particular local area:
  - allow approximately three months before the expected commencement date of a program to gauge the interest of potential students in the proposal.
  - appoint a local liaison officer whose task would be to investigate interest in a program with local community groups, employers and education institutions. This person should be paid by the University. They may be located in a local education institution by mutual agreement but should not have other tasks at that institution which would take precedence over the task of investigating interest in the course.
  - an application form be designed by the University which should include information about the potential student and preliminary evidence of the applicant's competencies.
6. The University provide a brief to the liaison officer, recommended above, which includes an emphasis on:
  - strategies for local community involvement.
  - publicity with employer groups.
  - involvement of local education institutions.
7. The University provide support for appropriate initiatives taken by local education institutions concerning professional development of ESL staff.
8. The University should also provide support to efforts by rural education institutions to "bridge the gap" between courses currently offered for ESL students and entry levels for bridging programs to university studies.

9. The University continue discussions with DEET on the most appropriate form of financial support for students and in particular consider whether it is advisable to seek approval for courses leading to the ATAA under AUSTUDY.
10. That consideration should be given by the University to efforts to involve other disadvantaged groups, particularly mature women and males from rural areas. This would require a re-examination of the structure and content of the course.
11. **The provision of middle level courses**

In addition to supporting local initiatives by post school institutions in rural areas (Rec 8)

- the Edith Cowan University consider directly offering pre-bridging component courses to students in rural areas where a need has been established.
- the University discuss with the Technical and Further Education sector of Western Australia the extension of MAE level courses to selected rural areas of the state.
- the University also explore the possibility of offering a mixed mode course which could be a combination of full time class contact and part time external study with tutorial support.

12. **Professional development of teachers**

Further to university support being provided to local initiatives (Rec 7)

- the Edith Cowan University build into their strategies for pre course preparation a significant component of professional development for all teachers of bridging programs according to the needs of the particular situation.

13. **Professional and materials support for students**

Further to recommendation 10 (widening the client group for courses to include other disadvantaged groups)

- the University budget for a wide variety of teaching materials to be made available to students in courses in rural areas.
- the use of electronic communications be explored both for the speedy dissemination of these materials and for ongoing support to both local staff and students.

14. **Length of Course**

- That the length of future bridging programs be assessed in the light of recommendations 8, 10 and 11 and that class contact hours be established which are sufficient for students to have a reasonable chance of success in achieving the required level of competence.

15. **Budget**

- the University should carefully consider the allocation of funds for future courses in the light of the real costs of mounting programs of this nature in rural and remote areas. Increased costs should be written into future submissions.

## Acknowledgements

Thanks are due to a number of people who provided encouragement, support and advice to enable this report to be completed on schedule. Dr Toby Metcalfe as Head of the Institute of Applied Language Studies has supervised the project from its inception and has always been of great help in his advice and direction. Ms Zia Throssell, Director of Bridging Courses in Advanced English and members of her staff have provided information and comments which were the bases of the content in Chapter 5. Quentin Hall has helped to design the graphics contained in Chapter 3 and also given good advice on the presentation of the document. Mrs Janet Betts has typed the many drafts and has also been instrumental in changes in format. Other people who have contributed to the content and form of the document are Dr Alastair McGregor of the Western Australian Office of Higher Education, Mr Chris Harrison, Project Manager, and the staff of Economic Analysis Branch of the Department of Employment Education and Training in Perth, and the staff of the Australian Bureau of Statistics in Western Australia. Lastly, I wish to thank Dr Lawrence McGrath for his editing skills which have contributed to the clarity of the final document.

## Chapter 2

### LITERATURE REVIEW

Literature surveyed in this chapter relates to the main concerns of the project and is divided into materials covering the following categories: the demography of Western Australia; the Federal and State Governments' priorities; the objectives of the Edith Cowan University as evidenced in statements in documents such as the Equity Profile; comments on the access and participation of disadvantaged groups in Higher Education; the conduct and evaluation of Bridging Courses; and finally the significant concerns of rural communities in the area of access to Higher Education. Because of the limits of this investigation this last area has concentrated on the Pilbara region.

Within these content areas, materials relating to the needs of the NESB<sup>1</sup> group of people have been given most coverage. This is, in part, because the progress of the survey to date has been shown that a significant group of such people in the Pilbara area is interested in Enabling Courses to higher education. As most of the group so far identified are women of NESB with some additional women of ESB<sup>2</sup> the particular concerns of females are addressed.

### The Demography of Western Australia

Chapter 3 provides a summary of demographic information and recommendations. For this reason publications are simply listed in this section on demography. The chief reference tools used in this survey are the various publications of the Australian Bureau of Statistics (ABS) based on the 1986 Census of Population and Housing (1)<sup>3</sup>. The base data for the TABLES listed in the Appendices, from which the comments in Chapter 3 are drawn, have come from the Small Data Formats which are available on microfiche. These have been updated in some cases by using the population projections for WA contained in the Department of Planning and Urban Development publication (2). Other ABS publications used include those on Women (3) and Aborigines (4) and the report on Settler Arrivals 1989-90. (5).

The Department of Regional Development and the North West population projections (6) are also used as is the Price Waterhouse survey completed for the Port Hedland Town Council (7) and the Cattalini study on multicultural services to the Pilbara (8). The most recent publication on demographic statistics which is reported in Chapter 3, a Western Australian atlas of the Australian people (9), has highly relevant information based on the 1986 census. The 1991 edition of the Coopers and Lybrand report on population growth (10) is the most up to date reference on demographic data in Australia. However it concentrates on urban areas. Finally, a study by Sullivan and Inglis is currently in preparation on participation of ethnic groups in higher education (11). The data from this study are not yet publicly available. Included in Chapter 3 are some preliminary comments on likely outcomes of this study. The section on **Access and Participation in Higher Education** below touches on some aspects.

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<sup>1</sup> Non English Speaking Background

<sup>2</sup> English Speaking Background

<sup>3</sup> Numbers in bold refer to the list of references at the end of this Chapter. A full bibliography in alphabetical order is provided at the end of this report.

## Priorities of the Federal Government

The Department of Employment Education and Training has indicated support for initiatives for prospective students in the Commonwealth defined categories of disadvantage in a discussion paper on equity (12). For people of non English speaking background, access programs for entry to courses and programs of supplementary support for enrolled students are two strategies mentioned (p.37). For women, access or bridging courses are suggested as well as counselling, tutorial assistance and mentor schemes (pp. 30, 31). Childcare is seen as a "major barrier to women's participation in education and training." (p.32). Rural students need, in addition to the above strategies, access to Distance Education modes of study. However it is important for such students to have access to forms of support similar to those available to students studying on University campuses. "Institutions should examine ways to provide support to students who are undertaking distance education" (p.46). An example of this support could be "employing a resource person to provide local academic support" (p.46).

The issue of education for remote students, including Distance Education students is covered more fully under **Access and Participation in Higher Education**. However it should be noted that an enabling course has limited value to a student *by itself*. The course must be followed by enrolment in an accredited course in an institution if a student's aim is to become professionally qualified in a discipline of his/her choice.

A discussion paper on equity in education access for rural Australians (13) preceded (12). The former details the Commonwealth Government's strategy for the education of people in rural areas. It notes the significantly lower participation rates in higher education of rural students and indicates that the government's objective is to "increase overall participation in education and training so that the proportion of the non metropolitan workforce with qualifications after high school approaches the national average" (p.3). Reference is also made to the fact that "some rural areas also have high concentrations of ethnic groups (which are) a challenge for governments" (p.3).

A Bureau of Immigration Research publication (14) by Stromback and Preston has this to say on the effects of poor English proficiency on earning capacity:

*... those with poor English earn about six percent less than those who are fluent, and those with 'good' English earn about five percent less than those who are fluent (p.viii). Poor language skills may not have a substantial effect on a person's productivity in a particular job, but may make it difficult to acquire further skills to improve that productivity ... for learning purposes a much richer knowledge of English has to be acquired" (p.6). (emphasis is the writer's) ... it is confirmed that there is a purely economic case for immigrants not proficient in English to undertake the necessary training ... it is not just poor English which is a problem but immigrants with a reasonable knowledge of English also have much to gain from further improving their efficiency (p.ix).*

The provision of courses providing access to further training and education will substantially affect the earning capacity of those who successfully complete such courses and in due course become qualified and expert in a profession or para profession. Cattalini (8) notes that:

*courses have difficulty in holding their numbers and it seems that few participants graduate from beginners classes to a more advanced level. This is due to gaining employment ... many NES men and women tend to become locked into unskilled menial jobs (p.20).*



The Minister for Employment Education and Training (15) discusses the impediments which migrants face in aligning overseas qualifications to Australian equivalents. These are, in part, "limited availability of advanced vocational English-language training" and "inadequate referral, advice and information services for migrants needing education and training" (p.19). The development of NOOSR guidelines on qualifications equivalents will go some way towards making it easier for migrants to gain recognition for their overseas qualifications. However there will still be many who need partially or fully to retrain as well as those who do not have the skills needed for satisfactory employment in the Australian environment.

The Federal Government has used the lynch pin of the six defined disadvantaged groups to develop guidelines for institutions of higher education to follow, in the pursuit of a more equitable future for Australians. Of these six disadvantaged groups, rural people form a significant category. If, as is common, people fall into one or more of the other disadvantaged categories, they should be considered as a high priority when developing programs of access to mainstream courses. However it is more in the co-ordination of such initiatives than in the initiatives themselves that problems are likely to arise. For example, to provide access for rural migrants and women via access courses is laudable. But unless there are sufficient places in higher education institutions for those who successfully complete such courses, the point of the initiative is lost.

## State Government Priorities

A review of rural/remote student access to and equity in tertiary studies conducted by the Western Australian Office of Higher Education (WAOHE) (16) has been published recently. The objectives of this study were outlined as follows:

- to identify and overview access of regional/remote students to tertiary studies in the state of Western Australia;
- to identify methods of delivery available and recommend cost effective methods for increasing equity for regional/remote students; and,
- to identify methods of delivery which would assist disadvantaged persons/groups within the regional/remote community.

The report has focussed on the use of new technology to overcome the problems of remoteness and distance in the provision of equitable education opportunities for rural and remote learners from the post compulsory school age level. The major recommendation is for the development and trialling of Learning Network Centres (LNCs) in the remote centres of Western Australia commencing with the Kimberley region and extending over a period of five years to the creation of 30 such centres in all rural and remote regions of the state.

The functions of these LNCs would be "to provide information services, tutorial support services and study facilities" (p.67) using technologies which should be "interactive, cost effective, ubiquitous, networked and, where applicable, itinerant. The core systems are envisaged as audioconferencing, computer-mediated communication, facsimile and video" (p.65). This report quotes from page four of the Combined Central Region Development Advisory Committee report of 1990, which was a response to the inquiry by the National Board of Employment Education and Training (NBEET) into rural education and training, as follows:

*An integral factor associated with the continued economic growth of the region is the need to address the current drain of people from the region to the city, which largely occurs as a result of the extremely limited post-compulsory and post-secondary education opportunities available (p.10).*

It recognises that the unwillingness of institutions of higher education fully to extend services including technological innovations to country areas stems to a great extent from their inability to provide finance to underpin these services in the current model of funding. Recommendation 11 reads as follows:

*That the Commonwealth should allocate funds for the pursuit of its equity objectives and that, rather than allowing such funds to be included in any general pool of provisions, they should be allocated as additional loading for students studying at a distance ... (p.72).*

Two other recommendations emphasise that a business plan for LNCs should include government support, self help and fee for service initiatives and that the concept of community ownership (and therefore community support) of LNCs will be aided if steering committees are fully representative, legally incorporated and responsible for some of the ongoing costs.

The review of the Pilbara Colleges (17) noted that:

*The future for the Pilbara is likely to be characterised by very small absolute population growth, a continued reliance on mining with periodic spurts of new development and a steady growth in tourism and recreation activities (p.8).*

This report includes a discussion of the contracting by universities of courses which are taught by the Pilbara Colleges of Hedland and Karratha and foreshadows the investigation of this matter by the WA Office of Higher Education in 1991. It points to the high cost of providing face to face teaching in this mode and indicates that innovations in the delivery of higher education courses may be needed.

*A different model of contracting developed at Murdoch University which involves enrolling the students as external students, providing them with external study materials and contracting the Colleges to provide tutorial and examination services only may overcome the problems ... (p.22).*

A planning document (18) produced by the Western Australian Higher Education Commission (WAHEC) states that the population of 17 to 22 year olds in Western Australia will increase by 32 percent by the year 2021 and that the proportionate increase of the metropolitan area population will be greater than that for the state as a whole. Participation in higher education in the Pilbara is currently 13.9 per thousand whereas that of the metropolitan area is 52 per thousand. This document quotes from a submission from the Western Australian Government to the national working party on rural education as follows:

*... the State would suggest that the Review would recommend a creative and flexible approach ... provide incentives for more diversity and higher standards of education and training in rural areas (p.10).*

Rural education for disadvantaged groups is a concern of the Western Australian State Government.

In response to the Aboriginal Education Policy announced by the Commonwealth Government in October 1989, the WA government has produced a state strategic plan for the education of Aborigines. With specific reference to higher education the planning document referred to above states in Objective 17 that the state will:

*address the goals listed in the National Aboriginal and Torres Strait Islander Education Policy which are relevant for higher education and, as a minimum, ... accept the Department of Employment Education and Training (DEET) targets for Aboriginal access to higher education (p.119).*

The State's priorities are summed up in this statement on Access Issues:

*However, the access issues which are likely to dominate other concerns in the State for the foreseeable future are the issues of Aboriginal participation and the needs of country students (p.114)*

## **Edith Cowan University : Concerns and Priorities**

The University, as the former Western Australian College of Advanced Education, has been an important provider of education for disadvantaged groups, particularly Aboriginal people. Programs which the University sees as priorities are discussed in the University Profile of 1990/1991 (19). A detailed coverage of initiatives for rural students is contained in a submission to the working party on rural education (20). A discussion on contracting courses to regional colleges appears in a paper by Dr A N Stewart (21). Information on a Bridging Course for Women appears below in a paper by Fulmer (22).

The Profile includes the following statistics which are relevant to the discussion of rural access with an emphasis on migrants of non English speaking background and adult women:

- External enrolments rose from 1794 in 1989 to 1853 in 1990.
- This represented a drop in proportion of all enrolments from 12.7 to 12.4 percent, caused by the need to adjust enrolments in 1990 because of over enrolment in 1989.
- 63 percent of all non graduate admissions are mature age students.
- 42 percent (1762 students) of all external students in Western Australia are enrolled at Edith Cowan University.
- 28 percent of these enrolments are from rural areas.
- The target for external student enrolments is an increase of five percent per annum.
- The target for English language courses offered by the Institute of Applied Language Studies is that "the number of clients successfully completing these courses increase(s) by ten percent each year."
- It is proposed to increase the proportion of rural/isolated students in University enrolments from 16 percent in 1991 to 17 percent in 1992 and to increase the number of NESB students from eight percent to 8.3 percent.
- In 1990 1169 NESB students (eight percent) were enrolled and 32 percent of all enabling course students were of NESB.

Although the statistics on current participation of rural students are impressive it is understood that a significant proportion of those who are studying in the external mode are not undergraduate entry level students. Many courses available by external studies are upgrading or postgraduate courses particularly the fourth year of the Bachelor of Education, the Graduate Diploma of Education and the Bachelor of Health Science (Nursing). Most of these latter groups are mature students and therefore the numbers of mature age undergraduate entry level students are smaller than might be supposed. Efforts are being made to increase the number of enabling courses for NESB students (of which the Pilbara proposals detailed in this report are an example). The numbers of existing enabling course NESB students referred to in the Profile are all students on metropolitan campuses.

Programs in rural areas which have been or will be offered in 1991 include a skill-based training program for rural women, and a Bridging course for rural students with an emphasis on those of NESB (Karratha). Proposals for 1992 (contained in the profile for the 1992-1994 triennium) (23) include personal access to studies in library science and technology for rural and isolated women in Western Australia and the Northern Territory; computer based support network for rural and isolated students; a set of bridging courses for rural people; and, teaching adults how to learn across the curriculum/subject areas - a learning skills focus.

The submission to the working party on rural education and training which was referred to above outlines external studies availability and courses which have been contracted to the regional colleges. Thirty-seven units were available externally in Semester 1 1990 in three undergraduate areas only:

- Associate Diplomas of Arts and the Bachelor of Arts with majors in Aboriginal and Intercultural Studies, Justice Studies, Religious Studies and Youth Work.
- The Bachelor of Applied Science in Nursing and Health Science (an upgrading course, not initial entry).
- The Associate Diploma in Applied Science (Library Technology).

In 1992 the University will offer the first year of the Bachelor of Business leading to a major in marketing. This will be available in the external mode.

Courses are offered under contract to regional colleges at first year level only. Overall the University does not offer a large number of courses externally and contracted courses are mostly at the graduate level or upgrading of Bachelor qualifications. Mention is made in Stewart's report of initiatives in the use of radio and television using satellite transmission. (Some significant developments are planned and, at this time, the facility exists for fully interactive delivery of programs within the metropolitan and the Bunbury campuses.) In 1992 it is hoped that this network can be linked via an interface with the TAFE network. Programs may become available, in the compressed teleconferencing mode only, to regional colleges. It is emphasised that these are planned developments.

Stewart's survey of contracting of courses by the Edith Cowan University outlines the existing arrangements between the University and the contracted institutions and points to difficulties in these arrangements. These revolve around the high cost of servicing small groups of students in remote locations; the difficulty of allocating university places to receiving institutions in a climate where shortage of places exist in the awarding institution and consequent over enrolling problems; concerns in maintaining academic standards; and staffing problems. The isolation of students in this situation and the need for students to have peer as well as other university staff interaction are also outlined. The University does not allow students who study in the contractual course mode to have access to external studies material. This contrasts with the Murdoch University approach where all remote students use external studies materials whether they study fully by the contract mode or as individual students.

Stewart emphasises the need for a "clear cut policy for the development of bridging courses" (p.50), that is, bridging courses offered under contract. He also points out that bridging courses are one high priority strategy outlined by the Commonwealth Government to provide access for people who live outside the major cities. Finally, he quotes from the Higher Education Funding Act (24) as follows:

*When a student is enrolled in a bridging program or a supplementary program the institution will provide formal confirmation that satisfactory achievement in the program will qualify the student for enrolment in a specified award course, and the institution will provide a definition to the student of what comprises satisfactory achievement.*

This notification to the student does not provide a guarantee of a university place but it does indicate clearly to the student the level of achievement required for entry to a course or courses at higher education levels.

### **Access and Participation in Higher Education by Disadvantaged Groups in Western Australia<sup>1</sup>**

In relation to the participation of students of non English speaking background, Sullivan and Inglis (11) refer to the limitations of "surrogate ethnicity variables", for example, country of birth and first language, in their attempts to quantify the participation of ethnic groups in higher education at a national level. Surrogate ethnicity variables are more fully discussed in Chapter 3. The discussion above, concerning priorities indicated in the Edith Cowan University profile, also illustrates the point that it is difficult to establish whether equitable distribution of participation of disadvantaged groups exists in any institution.

#### **Remote/rural students:**

The 1990 WAOHE annual collection of higher education statistics in this State (25) shows that the highest number of external enrolments in higher education institutions (673) occurs at the Edith Cowan University followed by Murdoch University (533) and Curtin University (471) (p.21). But "the external proportion of enrolments overall continues to decline" (p.7). Nearly two thirds of the Edith Cowan enrolments are in Education while the majority of Murdoch enrolments are in the fields of Arts and Humanities, the Social Sciences and in Sciences. Curtin University external students are concentrated in the Arts, Humanities and the Social Sciences and in Business. Participation rates for the rural areas of the State are significantly lower than for the metropolitan area, ranging from 52.1 percent for the metropolitan area to 13.4 percent for the Kimberley.

Apart from the provision of external studies by Curtin, Murdoch and Edith Cowan for students who cannot attend metropolitan campuses, the University of Western Australia (UWA) is developing a strategy for rural/remote students. Murdoch University considers that their emphasis on external studies combined with contractual arrangements in various regional centres and metropolitan enabling courses address equity considerations for students. The rural bridging programs outlined above from Edith Cowan University are an attempt to provide equitable access for students.

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<sup>1</sup> Information in this section has been gained from a variety of sources. For universities other than Edith Cowan University, equity officers and co-ordinators of special projects were the main sources.

### **Mature age and women:**

Both in terms of age and gender, Edith Cowan University has a greater proportion of students who are mature and female than other higher education institutions in Western Australia. However, all institutions except UWA have female participation rates greater than for males. There is evidence that women are under represented in postgraduate courses and in the Science/Mathematics/Engineering fields of study. The two universities which offer engineering courses (UWA and Curtin) are involved in projects which encourage women into science and engineering and science and technology. The UWA project which has been in operation since 1989 has been particularly successful. The Curtin University project has just commenced and it is hoped that the current participation rate of women in engineering and science (less than 20 percent) will increase. Edith Cowan University has initiated a program in second semester 1991 to increase female participation and success rates in physical and biological science courses. The bridging course, details of which are provided by Fulmer and which are given below (22), was one attempt to address the needs of adult women. A further course is planned for 1992.

Murdoch has offered, in 1990 and 1991, a very successful orientation and awareness program, "Uniquet", for mature students who do not have normally accepted entry prerequisites. Most of the participants are female. The first graduates from this course commenced degree studies in 1991 and to date student results have been very promising. Another program, "Continuing to Educate Rita," targets women who wish to enter postgraduate studies. A part of this project addresses the need for women to reorientate themselves to university life and academic requirements after a break in studies. A short term scholarship is offered to them to facilitate this. In bridging programs for Aborigines and for people of non English speaking background there are a majority of females. However, for NESB people, there is some reason to believe that there are proportionately more males accessing courses at the undergraduate level than is true for the higher education student population as a whole.

Comments by Nunan (26) are relevant to discussions about mature age participation in higher education in the external studies mode. Broadly, he characterises the external student as over 30 years of age; a teacher or other professional; enrolled in Arts or Business; and having had previous experience of tertiary study. This leads him to conclude that "External study provides access to cultural capital in the form of in-service credentialling which enables a cultural faction to maintain social advantages" (p.4).

### **Disabled students:**

The educational profile for 1992 - 1994 for the Edith Cowan University (23) states that the target for the enrolment of disabled students in 1991 was 68. This was based on self disclosure to counsellors. The number who actually enrolled was 110. However it is estimated that this is only one third of disabled students. In 1991 and 1992 "An active program receiving strong outside community co-operation is preparing a bridging course using computers for people with disabilities" (p.174). Murdoch University has no specific program targeting disabled students. However their enrolment policies and the "Uniquet" project are designed to give attention to all disadvantaged students including those with disabilities. UWA and Curtin University both have disability officers. The former institution is undertaking a needs analysis for this category of disadvantaged student.

### **Students of Low Socio Economic Status:**

All institutions argue that students of low socio economic status are catered for by programs for other categories of disadvantage. Most have pointed to the difficulty of identifying such students. Edith Cowan University uses the eligibility for AUSTUDY/ABSTUDY allowances as a criterion for identification. However UWA has offered a program called "Flying Start" since 1990. This program targets a group of high schools in low socioeconomic areas of Perth for publicity about what UWA has to offer. This is followed up by such initiatives as camps, counselling of individual students and financial loans if necessary, particularly for first year students. A staff member acts as co-ordinator and over 100 students are participating in 1991.

### **Aboriginal Students:**

Targeted enrolments for Edith Cowan in 1991 were 165 EFTSU<sup>1</sup>. Actual enrolments were 185 EFTSU. The University has the fifth largest enrolment of Aboriginal students within Australia. There is a co-ordinated network of bridging course offerings for Aboriginal students ranging from Enabling Courses at metropolitan and country campuses to various off-campus programs at pretertiary and tertiary levels in remote locations. A number of Aboriginal students study in the external mode with on-site support. These preparatory courses are combined with arrangements for special entry to programs at Associate Diploma and Bachelor Degree levels.

Curtin University has a full year bridging course for Aboriginal students (34 in 1990). Students who complete this program are given special consideration in entry to many of the degree courses at the university. The bridging program has existed for over 15 years and has been modified in the light of changing circumstances. It will allow for prerequisite Tertiary Enrolment Examination (TEE) subjects to be studied and is skills competency based. It is also an alternative to the TEE for entry to the Commonwealth Public Service. Other initiatives for Aboriginal people include the Associate Diploma and Bachelor in Applied Science (Aboriginal Community Management and Development) which are courses studied externally with on-site tutoring and compulsory on-campus segments. An accredited program in Aboriginal Health is planned to commence in 1992 using a similar format.

The University of Western Australia conducts a bridging course for Aboriginal people (15 in 1990). Students are given provisional enrolment which allows them to undertake some unit(s) at Bachelor level during the bridging course year. Successful completion of the bridging course allows them to be confirmed in enrolment or to continue with provisional enrolment status until the completion of accredited units of study. Staff within the university also provide support and counselling to Aboriginal students at the institution whether or not they have entered by the bridging course.

Murdoch University has a staff member on campus to support students.

Enrolments in 1990 of Aboriginal students across all institutions were as follows:

Edith Cowan	168
Curtin	151
University of Western Australia	66
Murdoch	14

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<sup>1</sup> Equivalent Full Time Student Unit

### **Students of Non English Speaking Background:**

Little has been documented on the participation of NESB students in higher education. The statistics publication of the WAOHE mentioned above does not provide information on these students.

The 1990 equity profile for ECU states that 1169 students were enrolled at that institution in 1990 and that targets for the enrolment of these students will increase by 0.3 percent from eight percent of all enrolments in 1990 to 8.9 percent in 1993 (p.14). It is not clear how many of these students are expected to be in accredited higher education courses at the University although this increase would include a ten percent increase in the enrolments in bridging programs (p.65). One approach to the support of NESB students while undertaking Bachelor and Associate Diploma programs at Edith Cowan University is the Special Intensive Language Program (SILP). These are accredited units within the Bachelor of Arts and Associate Diploma in Arts.

Murdoch University and UWA do not have special strategies for students of NESB although UWA is currently developing such a strategy. The programs which are in place at both universities may include NESB students because the disadvantaged categories are not mutually exclusive.

Curtin University has a Centre for International English which provides a variety of programs for overseas students. These English Language Intensive Courses for Overseas Students (ELICOS) are co-ordinated with an English Language Bridging Course for Migrants which enrolls students who are otherwise eligible for matriculation to the University except for their English language skills. This approach differs from Edith Cowan University which seeks to offer courses to NESB students who are not qualified for entry to the institution. The courses at Curtin are offered each semester. Support for students who are undertaking Bachelor or postgraduate programs (often ex bridging course students) is offered by allocating a staff member as an experienced adviser on a one to one basis for language and discipline support particularly in the early stages of the student's course. There are about six students helped in this way each semester.



## Summary

All institutions of higher education in Western Australia are addressing the need for a more equitable distribution of students in institutional enrolments including the gradual extension of bridging programs to the defined disadvantaged groups. The use of mature age entry provisions has resulted in an increase in the number of mature women while the extension of courses offered by external studies and in the contracted mode in rural areas has helped to overcome the "tyranny of distance" although there is evidence that external enrolments are falling as a proportion of total enrolments. The needs of migrants of NESB for bridging programs are being met at Edith Cowan University on Perth campuses and in 1991 a pilot bridging program has been developed for a rural area. Other programs exist to target people of low socio economic status, often combined with one or more of the other areas of need. For Aboriginal students, all four of the higher education institutions have programs which address the needs both for bridging programs and for the support of students while undertaking accredited higher education courses.

## Bridging Programs: Need and Content

Fulmer (22) outlined the conduct of a bridging program for adult women conducted in an industrial area in the south west of the Perth metropolitan area in 1990. All participants had completed a New Opportunities for Women (NOW) course at a local technical college. She states that "For adult women the curriculum must focus on both academic and non academic needs" (p.3). She quotes Lewis (27):

*"There are four priorities in conducting a successful bridging program:*

*Placing the program within a context relevant to women.*

*Developing appropriate resource materials and research findings.*

*Facilitating communication within and among programs and participants.*

*Providing individualised career counselling" (p.4).*

Consistent with the above priorities, the strategies used in Fulmer's program were:

- Providing a course for women only.
- Sharing of information between participants.
- Co-operation and group work were a feature of the course.
- The "no fail" approach was taken with all participants.

Other interesting characteristics of this program included the guaranteeing of access to a university place on satisfactory completion of the course and the emphasis on building personal confidence and resourcefulness. Fulmer believes that the desire to change was an important aspect of success for the women in this course. The retention rate for the ten week (40 contact hours) was 71 percent of all students.

It has not been possible to identify evaluations of bridging programs for disadvantaged groups other than those conducted for Aboriginal people. A study by McGrath (28) examined the causes of Aboriginal student attrition from studies at a College of Advanced Education. She identifies significant factors contributing to success for Aboriginal students as the clarity and strength of goals, the integration of students into the life and culture of the institution and the possession of a clear self identity. She quotes Lewandowski et al (p.37), "Although marginal academic ability is surely no advantage, motivation is of greater importance." She notes that motivation (and the continued strength of it) is closely related to a successful experience at university and suggests that:

*... persistence and success is intimately related to a student's identity. ... Strength of identity of which self concept, clarity of aims, and integration into College life is based leads to a successful College experience (p.154).*

She also recommends that some assessment of the applicant's self concept is made at the time of selection for a special course.

Stokes (29) echoes these views when she notes that personal concerns were the most common reasons which students gave for withdrawing from study. She adds: "The highest level of schooling did not appear as a determinant of persistence with studies" (p.113). The importance of language and communication skills as a base for success at tertiary study is summed up as follows: "... students were unanimous in their opinions that acquiring the formal and academic language they believe is used in an institution of tertiary education was a major skill required." Jordan (30) is of the opinion that:

*The time of the bridging/orientation course is used to experience the life of a student (which often requires a restructuring of identity) and to assess one's capabilities, intellectual and psychological, to pursue a lengthy course of study. Opting out before enrolment becomes a matter of real choice, not of failure.*

An evaluation of a Western Australian bridging course for Aboriginal students (31) indicated that the course aims of "preparation for tertiary entrance and a reaffirmation of Aboriginal identity" (p.6) were vindicated by surveys of present and past students.

Factors additional to increasing a student's knowledge and academic skills are critical to any definition of the success of a program of access such as is proposed for disadvantaged people of the Pilbara. Of competencies required, facility in written and oral communication is of paramount concern.

## **The Community: Needs and Concerns**

The Allbrook Cattalini report (32) reported on studies conducted in South Australia and summarised these as follows:

*These documents reported a generally low demand from people of NESB for Commonwealth, State and Local Government community services, but also identified a limited awareness of minority community needs by service providers, together with an absence of strategies to develop appropriate services or to consult with community groups. From the perspective of ethnic organisations, services were under utilised for a number of reasons, usually because they were inappropriate to the needs of their members or because of lack of information (p.6).*

It is interesting to compare this statement, based on experiences in another state, with comments made at the Pilbara Social Justice Forum in November 1990 (33). Recommendations from this forum on education matters included:

- 1.6 *The funding criteria of the Department of Immigration Local Government and Ethnic Affairs (DILGEA) in relation to the training of NESB students must be changed to enable access of migrants who have resided in Australia for more than five years.*
- 4.1 *... self esteem and language courses should be available to all NESB people regardless of length of residency.*

- 4.6 *Recognition of overseas qualifications is an issue (in isolated areas) eg. need for an on-site Diploma of Teaching course in Pilbara towns.*
- 4.10 *College councils ... should have NESB representatives.*
- 4.13 *Cost of childcare is prohibitive for those who wish to study.*

While allowing for the incorrect assumption that DILGEA is the sole source of funds for English language courses and the Commonwealth Government's recent moves to resolve the problem of the recognition of overseas qualifications via the National Office of Overseas Skills Recognition (NOOSR), it is still clear that the community perception is that nobody is listening to their concerns. The problem, as so often, is the underlying one of communication between the community and government and the lack of co-ordination between the various arms of government. Enclaves of NESB people such as exist in the Pilbara have a double disadvantage. They are remote from the sources of services, for example, institutions of higher education and government, and they represent a small proportion of NESB people in Australia, most of whom reside in the major centres of population. Cattalini reports that "the ESL<sup>1</sup> staff at the Hedland College ... remain dissatisfied with the scope and availability (and funding) of courses" (p.20).

A study, contracted by the Port Hedland Town Council, and conducted by Price Waterhouse (7) makes the following comments in the context of lack of service provision for the area as a whole: "There is inherently a lack of cultural cohesiveness, and action points addressing specific symptoms of social malaise may well meet with only limited success. Few comments from the ethnic population were received, yet those closely associated with these groups of people enumerated many problems which were not being tackled" (p.18). The underlying reasons for the problems outlined by this study (and which were not confined to ethnic groups) are complex. Lack of facility in the English language is likely to be an important factor but it would be unwise to assume that fluency in English will make the problem go away. Cultural practices may pose difficulties, particularly for women, but as has become very obvious with well meaning efforts for another culturally different group, the Aboriginal people, unless there is a sense of ownership and the power to influence the course of events, there will not be the will to overcome problems as they arise. The ethnic communities themselves must see the importance of any initiative and be prepared to resolve difficulties themselves. It is not just the responsibility of the individual student. This has significant implications for those who wish to provide courses in the English language and who are concerned for the success of courses and of students who propose to proceed to higher education.

Women of NESB suffer the disadvantages of all women in remote locations in addition to their lack of facility with the English language. As Cattalini observes:

*the woman's wellbeing is tied to her husband/partner's employment and to the service provided by the employer. Job opportunities for women are limited. While some are employed by the mining companies, most working women are employed in the service industries. However the majority of women are engaged in home duties ... (p.22).*

The Price Waterhouse survey (7) did not specifically target women with this comment but it applies to them: "Country of origin qualifications create a new set of problems because in many cases they are not recognised and in some instances, professionals end up as kitchen hands" (p.214). Comments made to the author of this report also indicate that this is a particular problem for women of Filipina background.

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<sup>1</sup> English as a Second Language

Voros (34) mentions that among the most frequently expressed problems for NESB people was the lack of self confidence. "(It) contributes to 'dropping out' as people with low self esteem are unable to surmount the inevitable pressures that come with any educational effort" (p.16).

Childcare, or the high cost of it, and limitation of childcare places are noted by many of the above surveys as a major impediment to the participation of women in further education. Likewise, the haphazard nature of public transport is a further difficulty.

The 1984 study into the language needs of migrants in the Karratha region (35) indicates that 53 percent of the migrant population had been living in the region in excess of five years and 25 percent between five and ten years. This latter group represented 9.5 percent of all NESB people. Prior to the influx of Christmas Islanders the main ethnic groups were Yugoslavs, Germans and Filipinos. (As indicated elsewhere in this report there is considerable difficulty in identifying Christmas Islanders because of their special nature as they are frequently Australian born but are of NESB. They are therefore analogous to the Aboriginal and Torres Strait Islander people with the added difficulty that they are not separately counted in the ABS census). At the time of the survey (1984), 60 percent of the NESB group were assessed at a level of English language proficiency of ASLPR 1<sup>1</sup> or less. Some 75 percent had had no English language instruction, 47 percent of the males were in unskilled jobs and 81 percent of the females in the "labour force" were unskilled. Labour force as used in this present report is defined in Chapter 3. Similar problems were noted in the participation by NESB groups in English language courses by Cattalini (8). The reasons for the contradiction, namely, a desire for, but not the participation in courses, were given as lifestyle factors such as lack of transport, lack of childcare facilities and - possibly more important - the relevance of the courses to the needs of the students and factors such as lack of confidence, low self esteem, and lack of empathy between teachers and students.

## CONCLUSIONS

Conclusions on the geographic distribution of the disadvantaged population groups, particularly those of NESB and Adult Women in Western Australia are contained in Chapter 3.

The priorities of the Commonwealth government are seen in the Australian Minister for Employment Education and Training's various policy statements and in particular his statement on equity in higher education which targets the six defined disadvantaged groups and suggests such strategies as enabling programs to improve access and innovative selection practices as well as support mechanisms for students who are enrolled. The means by which the Commonwealth Government will assess progress towards improvement is the University equity profile in which all institutions must indicate strategies and targets and which is the basis for the allocation for funds.

The State Government has produced, through the Western Australian Office of Higher Education, a planning for higher education document and has indicated that rural and remote access to education and the improvement of access to higher education for Aborigines are high priorities. A recent publication of a survey of access of people in rural and remote areas indicates that the innovative use of technologies to enable country students to access Perth based institutions is a major strategy appropriate to the peculiar geography and demography of the State of Western Australia.

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<sup>1</sup> Adult Second Language Proficiency Rating. Levels range from 0-5

The priorities of Edith Cowan University have been documented in the educational profile of the institution and targets for improvement in access and enrolment of all six categories of disadvantage have been set. Other universities have made similar efforts to attack the access problems of disadvantaged students notably the efforts to attract women into engineering and science courses, the Uniquist and Flying Start programs at Murdoch and UWA and the innovative approaches to the offering of Bachelor programs for Aboriginal students at Curtin University.

Statistics of the access and enrolment of disadvantaged people in higher education are limited and are mostly contained in institutional profiles. As this reporter had access to the Edith Cowan academic profile for 1990, specific details are given for that university. There is a need for a more detailed summary of higher education statistics to be provided for the State of Western Australia by the Western Australian Office of Higher Education. This summary should emphasise the participation of disadvantaged groups.

Bridging programs are one strategy for improving access and participation which have been a feature of the Edith Cowan University for many years particularly in relation to the access of Aboriginal people to the institution. More recently other categories of disadvantage have been targeted particularly the growing area of Enabling Programs for migrants of NESB. The conduct of bridging programs to date has shown that programs which are relevant to the needs of the students are the most successful. Relevance is seen in terms of the material suited to the level of the students' ability and in line with students' aims. It includes such factors as the appropriateness of the teaching style and the empathy of the teacher with the students. To this might be added the appropriateness of other support by the host institution or by the awarding institution if they are not one and the same. Other barriers to success are external to the course, for example, the provision of childcare and transport. Further aspects of the problems outlined in the literature can be broadly described as psycho social barriers to success, namely, the level of self esteem of individual students and their motivation for change. When these are combined with cultural barriers, for example, the position of women within a particular ethnic group and the attitude of the wider community towards persons who are different, these psycho social factors are seen to be extremely important. Strategies should be designed to overcome any resulting disadvantage from these factors.

Surveys which have been undertaken in the Pilbara have pointed to a number of the concerns which are included in the above discussion. The low levels of English proficiency, the fragmentation of the community including the community groups which are culturally different, the underemployment of people of NESB, instanced by the numbers who are in unskilled jobs in spite of overseas qualifications, are also factors contributing to the continuing disadvantage of NESB people. The perception by the disadvantaged, as individuals and as groups, that they are powerless to effect change, is frequently noted.

## **Recommendation**

1. It is recommended that the Edith Cowan University discuss with the Western Australian Office of Higher Education the compilation of a more detailed summary of higher education statistics. This summary should emphasize the participation of disadvantaged groups in higher education.

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## **Chapter 3**

# **THE DEMOGRAPHY OF RURAL AND REMOTE REGIONS OF WESTERN AUSTRALIA**

### **3.0 Summary**

This chapter is concerned with the population spread of two categories of disadvantaged people in 13 selected localities in rural and remote regions. Categories are populations of people from non English speaking background (NESB) and adult women.

- It includes observations and results of investigations made by selected researchers at national, state and local levels.
- The methodology used in the construction of TABLES and other graphic representations has been detailed.
- The situation in each of the Statistical Local Areas (SLAs) is analysed and this is followed by a summary of major findings.
- The conclusion includes a list of SLAs and towns in priority order to be considered if further bridging programs are to be offered by Edith Cowan University.

### **3.1 Demographic Research**

**3.1.1** The major source of data has been the 1986 Census of Population and Housing. The Small Data Formats which are available on microfiche have supplied most of the detail in the tables and figures in this chapter and in the appendices. On occasion the Estimated Resident Population (ERP) data from the census are used (see Appendix 1.2 for ERP definitions). As these population numbers have been modified in various ways there is an occasional apparent mismatch of numbers between different tables and figures. It should be noted that all TABLES are based on the SLA and not the town named. It was considered that as the purpose of compiling these data was to assess the likely numbers of people in various categories who lived within reasonable commuting distance of the centre of towns, then the SLA approach was justified. In some cases, notably the areas around Geraldton, Kalgoorlie, Bunbury and Albany, this has necessitated the combination of two or more SLAs. All data are only an approximation of population numbers.

**3.1.2** As the census was conducted in 1986, an attempt has been made to update the population to 1991 using the Department of Planning and Urban Development (DPUD) Projections which use the ERP data. However projections have not been provided throughout the tables because they were not appropriate for the smaller sub populations of non English speaking background people and women of different ages.

**3.1.3** Hugo's Atlas of the Australian People: Western Australia, states that a greater percentage of Western Australia's net migration increase occurs through international migration than for Australia as a whole (Aust. 20.8: WA 27.5). He also notes that in Western Australia the European component of the overseas born population has been resident in Australia longer than other migrant groups. A Coopers and Lybrand publication outlines the fact that net migration numbers are falling in all states. It therefore follows that those states which rely more heavily on overseas migration will experience lower rates of growth and those local areas which have historically high intakes of migrants may be similarly affected if other factors remain constant. In the Pilbara Statistical Division there is a higher proportion of the population whose birthplace is overseas than elsewhere in Western Australia. Port Hedland's and Roebourne's SLAs have the highest proportions of migrants. Coopers and Lybrand show that the Pilbara Statistical Division population has declined by 2880 from 1990 to 1991. The Port Hedland SLA has accounted for the major part of this fall (1030).

**3.1.4** It is interesting to compare Figure 1 with the list given below. This list is based on data supplied by Hugo and represents localities in priority order of the size of their overseas born population relative to the total population.

**All Migrants in Selected rural locations: Priority order of Population numbers (compared with total population).**

Port Hedland  
Roebourne/Karratha  
Albany  
Kalgoorlie/Coolgardie Boulder  
Bunbury/Harvey/Collie/Dardanup/Capel  
Northam  
Katanning  
Carnarvon  
Geraldton  
Wyndham  
Narrogin  
Derby  
Esperance

Figure 1 represents the total numbers of migrants of non English speaking background. The larger centres of population now show as priorities for services to these migrants. Geraldton moves from ninth place in the overseas born priorities to fourth place among towns with significant numbers of NES persons. Port Hedland and Roebourne are fifth and sixth, respectively in Figure 1. Further evidence that the situation may not be quite as predicted by the Coopers and Lybrand study comes from a recent publication on Settler Arrivals produced by the Bureau of Immigration Research. This shows that the significant groups of current migrants of non English speaking background are from the Asian countries of China, Hong Kong, Thailand and Vietnam. Groups which are increasing in numbers, in spite of an overall drop in migration levels from these areas, originate from the same countries excluding Malaysia but including Poland. Vietnam in particular has shown a steady increase of approximately two percent per annum since June 1988.

**3.1.5** Cattalini's study of the Pilbara, admittedly conducted in 1988, indicates that recent NESB arrivals in the Pilbara are from the Philippines, Malaysia, Singapore and Poland. In the Geraldton region, an examination of the Small Area Data from the Census shows that 14 percent of those speaking a language other than English at home speak Vietnamese. It can also be expected that with certain groups, notably the Christmas Island populations (Australian citizens) in the Pilbara and Katanning SLAs, the nature of the culture will ensure the continuation of Malay language to the next generation which is born in mainland Australia. This in turn will necessitate a continuing response by education institutions to the needs of those who still do not speak English with the same fluency as other Australians.

**It is therefore not considered likely that falling migration levels will have a marked effect on target populations of people of non English speaking backgrounds.**

**3.1.6** Further information on likely total population increases is contained in the DPUD projections. Significant growth will occur in the Perth and South West Statistical Divisions. More modest growth will occur in all statistical divisions except for the Upper Great Southern Division. The Midlands region is also experiencing a decline in population but future censuses will probably reflect an increase in population caused by the spillover from the rapidly growing metropolitan area. The Kimberley Division, which has the smallest population, will grow rapidly from its small base.

**3.1.7** A study, still in preparation by Sullivan and Inglis, echoes the situation reported by Hugo. This study is concerned with the enrolment in higher education courses of students born overseas. In Australia as a whole 9.5 percent of student enrolment consisted of those born overseas; in Western Australia the proportion is 26.0 percent. In Western Australia 13.1 percent of total enrolments are of students born in non English speaking countries (or 9.5 percent if "Language spoken at Home" is used as a measure). It is inadvisable to compare two different data bases and Sullivan and Inglis do not give data for the total population. However, for the sample of census data on which the current report is based ie 13 selected rural localities in Western Australia, only the SLA of Port Hedland exceeds this proportion of non English speakers with 12.7 percent of the total population indicating that they spoke a language other than English at home (see Figure 2). It would therefore appear that, either the enrolments of NESB students in Western Australia are substantially from the metropolitan area (most likely) or, that this category of student is over represented in all enrolments.

**3.1.8** Sullivan and Inglis are at pains to point out that using "country of birth" and "language other than English spoken at home" (LOTE) as indicators of ethnicity or of fluency in English is at best a poor substitute for more direct information. These surrogate variables have also been taken from the census for base data for this study and the same caution should be exercised when using the data. Other relevant points made by these researchers include the statement that the age of students varies by country of origin. The entry age of migrants to higher education is much higher than for Australian born students. "... immigration may retard educational performance or delay educational attainment (p.27)." They indicate that females of non English speaking background are under represented in higher education except for those from Europe and the Philippines.

**3.1.9** The Australian Bureau of Statistics publication on Women in Western Australia (1989) reports that, while more younger females than males complete Year 12, women have a lower educational attainment than men. The analysis of the 13 selected rural towns in Western Australia which follows bears this out for all locations. It is interesting to speculate on the causes of this. It may have something to do with the perceived need for credentials by males, the willingness of males to continue with post schooling, on a part time basis if necessary, or to the preponderance of males who have trade qualifications. Of the Western Australian population who have indicated Europe as the home of origin there are more men than women (except for Italy and Yugoslavia) whereas the Asian origin segment has more women than men (except for Vietnam). There are five times as many women from the Philippines as men.

**3.1.10** Cattalini refers to the difficulty of using surrogate variables. (This has already been noted in the description of findings by Sullivan and Inglis.) Her study was specifically concerned with the Pilbara region. Because the Christmas Islanders, which are a known group with a NES background in Port Hedland, are mostly Australian by birth, they cannot be identified easily in spite of their non English background. The "languages other than English" category does not help because Malay is not listed as one of the languages. Such people would be required to indicate "other" when completing the census form. In addition, Aborigines are known to be a significant proportion (11.1 percent) of this population. A proportion of these would speak an Aboriginal language at home and would also have indicated "other" on the census form. She has isolated 560 people (4.3 percent of population) who are muslims. This is an indication of the size of the Malay speaking population which was not included in the analysis of the Port Hedland SLA.

**3.1.11** The decision was taken in this report, when the 13 rural localities were analysed, to exclude the "other" category in the SLAs which had a significant proportion of Aborigines likely to speak an Aboriginal language. In the Pilbara, the South East, the Kimberley and the Central Statistical Divisions there are known to be significant numbers of Aborigines and, therefore, the "other" category of LOTE spoken at home was excluded. Cattalini also quotes the effects on census data on languages other than English at locations with significant Aboriginal populations. She states that towns such as Roebourne, Port Hedland and Karratha with descending orders of Aboriginal populations, have 34.8, 12.4 and 6.9 percent respectively who speak a LOTE at home. Further illustrations of this problem have appeared in the analyses of the 13 localities. In the Katanning SLA, 269 people or 61 percent of the LOTE spoken at home sample have indicated that they spoke an "other" language. In this SLA it is not considered that Aboriginal languages are involved. The most obvious explanation is the presence of a Malay speaking Christmas Island community. In the Geraldton and Greenough SLAs 29.1 percent of LOTES spoken at home respondents to the census indicated an "other" language. No obvious explanation presents itself. Possibly they are speakers of an Aboriginal language; speakers of Bahasa Malay, Indonesian, Thai, Tagalog (Philippine language) or other European languages not covered in the named list may be present. As Vietnamese was named in the census list, it is known that 14.1 percent of those speaking a LOTE at home at Geraldton are Vietnamese.

## 3.2. Methodology

### SLA used as Unit

**3.2.1** As detailed in the introduction to this report the analysis of demographic data has been limited to two or more SLAs in each of the rural and remote statistical divisions of Western Australia as defined by the 1986 Census of Population and Housing. The SLA was used as the unit for analysis because of the ready availability of microfiche in the small data format. It was considered that this approach was appropriate because by far the greatest concentration of the population in each SLA is in the major town of that SLA. As the purpose of the analysis was to estimate likely populations of NESB speakers and adult women in selected local areas (which could provide accommodation and education facilities for the conduct of an appropriate bridging program to higher education studies), the area around each town within reasonable commuting distance was taken as the "drawing region" for each course. Forty kilometres was considered a reasonable distance.

**3.2.2** This distance underlined the decisions taken with respect to those areas where SLAs were combined because of population concentrations around the towns of Bunbury, Albany and Kalgoorlie. The SLAs of Kalgoorlie, Coolgardie and Boulder were combined as well as those of Bunbury, Capel, Dardanup, Collie and Harvey. Albany town, Albany Shire, Denmark and Plantagenet were treated as a unit. In addition to these, Geraldton and Greenough were joined and the shires and towns of Northam and Narrogin. The SLAs of Derby-West Kimberley and Wyndham-East Kimberley were analysed although these figures should be treated with caution because of the extent of each SLA. The analyses have been partly justified because by far the majority of the populations live in the towns of Derby and Wyndham/Kununurra respectively. However the town of Fitzroy Crossing is included in the Derby/West Kimberley SLA and this is not within commuting distance of Derby.

### SLAs and Extent of Coverage by Statistical Division and Statistical Local Area

<b>Pilbara</b>	<ul style="list-style-type: none"><li>• Port Hedland including the town of South Hedland.</li><li>• Roebourne which includes Karratha, Roebourne, Wickham and Dampier.</li></ul>
<b>South East</b>	<ul style="list-style-type: none"><li>• Kalgoorlie, Coolgardie, Boulder. The last named SLA reaches to the Western Australian border and has a sparse population of mostly Aboriginal communities.</li></ul>
<b>Kimberley</b>	<ul style="list-style-type: none"><li>• Derby/West Kimberley which includes Fitzroy Crossing.</li><li>• Wyndham/East Kimberley including Kununurra.</li></ul>
<b>Central</b>	<ul style="list-style-type: none"><li>• Geraldton and Greenough.</li><li>• Carnarvon.</li></ul>
<b>Midlands</b>	<ul style="list-style-type: none"><li>• Northam Town and Northam Shire.</li></ul>
<b>South West</b>	<ul style="list-style-type: none"><li>• Bunbury City, Capel, Dardanup, Collie and Harvey.</li></ul>
<b>Lower Great Southern</b>	<ul style="list-style-type: none"><li>• Albany Town, Albany Shire, Denmark and Plantagenet.</li></ul>
<b>Upper Great Southern</b>	<ul style="list-style-type: none"><li>• Narrogin Town and Narrogin Shire.</li></ul>

## **Assumptions**

**3.2.3** TABLES detailing the situation in each of the SLAs or combinations of SLAs are contained in Appendix 1. An attempt is made following the summary of findings which is contained in this chapter to compare these SLAs. Some assumptions made in the compilation of the TABLES and FIGURES have been mentioned above. For example the problems with surrogate variables such as country of birth and language other than English spoken at home necessitate a cautionary approach to the data. Also outlined were the difficulties in measuring the numbers in the population who are of non English speaking background. An attempt was made to exclude Aboriginal people from certain remote areas. However, speakers of other unnamed language groups such as Bahasa Malay have also been excluded from these areas. Christmas Islanders, unless born in Singapore, have also been excluded.

**3.2.4** The small data from the census were used to separate out those of non English speaking background from other overseas born by assuming that populations born in Australia, the United Kingdom and Ireland, Africa, Oceania and the group listed as "Other America", spoke English as their native language. (It was believed that most Africans who migrated to this country were of English speaking origin. Numbers were generally insignificant. Most migrants from Oceania were New Zealanders or other English speaking Pacific Islanders.) People born in Europe, Asia and South America were assumed to be of non English speaking background for the purposes of this investigation.

**3.2.5** The data collated on levels of proficiency in English represent respondents' self assessment of their competencies. Furthermore the census only seeks information on respondent's speaking proficiency. No information is available on reading and writing skills. The English competencies required to commence a bridging program leading to higher education entry are significant. It is therefore advisable to treat population numbers indicating proficiency in English as being only an indication of a possible target group.

**3.2.6** No information is given on the qualifications of people of NESB origin. Census data categorises groups as "Australian" and "Overseas born" when providing data on qualifications. This does not allow for any analysis of those from NES countries.

**3.2.7** The projections taken from the Department of Planning and Urban Development publication were based on Estimated Resident Population (ERP). These projections are therefore based on numbers often different from those of the census. See Figure 9 and Appendix 1A for explanations. As this publication presented data for 1991 by Statistical Division only, a proportion is allocated to each SLA given its size in relation to the statistical division. This approach masks any differences which might occur in growth rates between SLAs. However, some information has been gained directly from Shire offices and Town Councils in relation to 1991 population figures. Estimates in the projections given appear to be conservative.

**3.2.8** In data presented on population numbers of adult females there are no special problems such as exist in the analysis of people of NESB. However, precisely because this group is large and is always able to be extracted from totals, the information may be of limited use. The many sub groups within the adult female population are disparate in lifestyle and their education needs are varied. The chief value of the analysis is to show that statements made about female participation in education and the workforce and level of qualifications held at state and national levels are also true at the local level in all cases. The terms "workforce" and "labour force" include both employed and unemployed persons. "Not in the labour force" (NILF) includes all the remainder. These terms are used only for groups aged fifteen years or older.

**3.2.9** A brief analysis is given for Aboriginal groups in each SLA. Its purpose is to point to the degree of difference in many indicators which is evident among this cultural group and to provide information to temper the findings of the general population particularly where Aboriginal numbers represent a significant proportion of the total population.

### **3.3 An Analysis of Thirteen Selected Local Areas of Western Australia**

Please note: All data for this section are contained in the relevant section of Appendix 1.1.

#### **3.3.1 Port Hedland**

Port Hedland and the newer town of South Hedland have grown in the last 25 years from a small port servicing the cattle stations of the East Pilbara to an urban complex at the centre of significant mining operations. It has been characterised in its short recent history by spurts of growth caused by expansion in mining operations followed by periods of static population as the labour force associated with the construction phase of large mining operations leaves town. The nature of the mining industry makes it difficult to predict the size of further growth but it is likely that the population will continue to be composed of significant numbers of overseas born people which are currently estimated to constitute some 28 percent of the population. The component of this group which does not speak English as a mother tongue is also likely to remain a significant proportion and probably to increase in size relative to the total population.

The total population of the Statistical Local Area was 13 241 persons (1986 Census). The estimated population in 1991 is 14 187 (using the adjusted numbers of the ERP as a basis). Overseas born of non English speaking background represent 1 681 or 12.5 percent of the population. However, when the data for languages other than English spoken at home (excluding the "other" grouping of languages) are examined, only 486 persons indicate that they speak another language at home. It is likely that, for the reasons previously mentioned, the size of this population has been underestimated. The majority of those who indicate that they do not speak English well are women.

Females are in the minority (44 percent) when compared with the state as a whole (50 percent). The proportion of women in the population of non English speaking background (43 percent) is marginally less than for the total population of the SLA. Females possess fewer post secondary qualifications than males. This compares with most of the other selected areas analysed. Most male qualifications are at the Degree and Trade levels while women's qualifications are in the main of Diploma and "other" types. There is also evidence that females are more likely than males to have completed post secondary qualifications after a break in studies. When labour force data are examined, females are disadvantaged when compared with males on most indices. They are more likely to be unemployed; they are three times more likely not to be in the labour force; almost all single parents who earn less than \$9 000 per annum are women. Aborigines have lower levels of qualifications, fewer jobs and less income than the population as a whole. They comprise 11.1 percent of the population.

The Port Hedland SLA is the most multicultural local area in Western Australia. Other parts of the state, namely the Kimberley Statistical Division, have a higher proportion of ethnic people but this sub population is almost exclusively composed of Aboriginal people. The diversity of ethnic groups in Port Hedland is greater than in other rural areas even though large centres such as Bunbury may have greater numbers overall. Nearly 40 percent of those who indicated that they spoke another language at home are of Asian origin (not counting the Christmas Islanders). It is this group of migrants to Australia who are growing in proportion to the shrinking overall migrant numbers. The number of females over the age of 15 years is of sufficient size to warrant consideration in the provision of services. Using the labour force data as a guide to the situation of mature women it would appear that significant numbers of women are unemployed and are in need of workforce qualifications. They are also more able to undertake further studies either because they are not working or because their income is so low that alternative forms of financial support such as student allowances would not be a deterrent to further studies. Financial support for most males and some females should be considered when attempting to improve educational outcomes for prospective mature students. Many mature people cannot undertake full time studies without sufficient income. Employers could provide this support for some employees provided that they were convinced of the value of further employee education to their enterprise. This SLA is seen as a priority for access courses to higher education and technical and further education for both NESB speakers and adult women.

### **3.3.2 Roebourne**

Roebourne SLA includes the town of Karratha and other smaller centres such as Roebourne, Dampier and Wickham which are all within commuting distance of Karratha. The town of Roebourne has a long history and is populated mostly by Aboriginal people. The other three towns commenced life in the 1960s as centres associated with the development of mining industries in the Pilbara. Karratha has an Independent Community College and, for the purposes of this study, is seen as the centre of the district. Population trends are similar to those outlined for Port Hedland. It is expected that there will be steady, if minor, growth until the turn of the century.

The population of the Roebourne SLA was 16 704 in 1986. Projected numbers for 1991 are 17 511. There are 1231 people or eight percent of the total population who are of non English speaking background. While this is a significantly smaller proportion than in Port Hedland, when numbers of persons who spoke a language other than English at home are compared, 553 or 45 percent of the Roebourne sub population compared with 29 percent of the group in Port Hedland admitted to speaking another language at home. Explanations for this are outside any analysis of data. Reasons probably relate to the differing social situations of migrants in the two areas. (It is a fact that, as noted in Chapter 4, more interest in education, proportionately, was shown by persons of non English speaking background in Karratha than in Port Hedland when field work was undertaken in the middle of 1991.) As most of the Roebourne NESB population are of European origin, they are more likely to have been in Australia longer.

Females represent 43 percent of the population. Although slightly fewer females than males have continued at school until age 17, even fewer of them have continued beyond this age to further study without a break. Women are more likely to hold a Diploma or other qualification than a Degree or Trade certificate. Significantly more men hold some kind of qualification (45 percent) than women (23 percent). Aborigines reside mostly in the town of Roebourne. On all socio economic indicators, they rate below the population as a whole.

The shire of Roebourne is seen as a priority for the mounting of access courses to university studies, particularly for migrants of non English speaking background.



### **3.3.3 Kalgoorlie, Coolgardie and Boulder**

These three Statistical Local Areas have been combined. The town of Kambalda falls within the Coolgardie SLA. The population resides within commuting distance of Kalgoorlie with the exception of a large area eastwards to the Western Australian border which falls within the Boulder SLA. This region is very sparsely populated and most persons are Aboriginal. The region is the centre of mining, most of gold and nickel. An independent community college, Kalgoorlie College, is situated in Kalgoorlie as well as the School of Mines, a campus of Curtin University of Technology. Population is expected to maintain a steady increase. The 1986 census reflected a spurt in growth caused by increased activity in gold mining.

The population of the region is 28 270. The projection for 1991 is 32 151. Only five percent of the population (1512 persons) is of non English speaking background. Most of this group are of European origin - German and Italian. A small group in the Coolgardie SLA (20 persons) speak Chinese at home. As these people are almost certainly Australians of long standing it illustrates how language patterns in the community may continue into the second generation and beyond. The age distribution of the NESB population indicates that most migrants have been in Australia for some time. Most (92 percent) indicated that they spoke English adequately.

Females are only half as likely to hold qualifications as males. However, the 30 percent of people in the Kalgoorlie region may be compared with the 46 percent of the Pilbara population who possess qualifications of some kind. Labour force indices for both males and females in this region do not differ markedly from the Pilbara except that people in the Kalgoorlie region are less likely to be employed. The results of the analysis are affected by the situation in the Boulder SLA where, because of a larger Aboriginal population, the number of those who do not consider themselves in the workforce is greater.

The NESB population of the Kalgoorlie region is not large proportionate to the total population. However, on a raw numbers basis it is comparable to the same group in the Pilbara. A closer examination of the data suggests that people in this sub population are migrants of long standing; of an older age group; of European extraction; and assessing themselves as having competent English language skills. Women of mature age need to improve their labour market prospects to a greater extent than in other regions. Education programs for this group would improve their life options.

### **3.3.4 Esperance**

The Esperance SLA includes the farming region around the port of Esperance which is situated on the south coast of Western Australia, as well as the small populations of Ravensthorpe and Hopetoun. The town is not of recent foundation but it has grown in size over much the same period as Pilbara towns because of the opening up of cereal cropping and pastoral land in the region. It is also a holiday resort for the Eastern Goldfields in particular.

In 1986 the population was 9556. The projection for 1991 is 10 837. Persons of non English speaking background number 229 or 2.4 percent of the population. Most of these people speak European languages although 16 speakers of a Chinese language are noted. The figures should be treated circumspectly because 27 percent of all LOTE speakers indicated that they spoke an "other" language. As Esperance is part of the South East Division, this category of NESB persons was excluded from the analysis. However, it is not considered highly likely that there are many Aboriginal language speakers in this local area. Reasons for the large number of non English language background speakers can only be established by further field work. Most of those who spoke another language at home assessed themselves as adequate speakers of English.

Forty seven percent of the population aged 15 plus are women. There are few single parents with dependent children who have low incomes and only two thirds of these are women. This contrasts with most of the other selected rural areas where numbers are higher and almost exclusively female. The index of qualifications as a measure of educational experience is similar to other regions, namely, that women are less well qualified than men and tend to hold Diplomas or "other" type of qualification.

The population which has a non English speaking background is small and, by itself, does not appear to warrant the provision of English language courses. However, the adult female population is not well qualified and, particularly as the migrant component is confident of its language skills, a bridging program for women may be viable.

### **3.3.5 Derby-West Kimberley**

This SLA covers a large region from a few kilometres south of Derby on the Kimberley coast to the north beyond Koolan Island. Eastwards it includes the valley of the Fitzroy River to just beyond the town of Fitzroy Crossing. It joins the border of the Pilbara Statistical Division to the south. As indicated previously, this region does not follow the parameters set out in the methodology in that most of the region is not within commuting distance of Derby. However, with the exception of Fitzroy Crossing, there are no other towns and the country is sparsely populated by Aboriginal communities and inhabitants of cattle stations.

The census population in 1986 was 7289. The projection for 1991 is 7843. There were 246 people of non English speaking background excluding the "other" category which is likely to consist mostly of Aboriginal people. This represents less than four percent of the population. Only half of this sub population speaks a LOTE at home and almost all of them regard their English language skills as adequate.

Indices of educational experience are surprising for such a remote area. Twenty seven percent completed school and 33 percent have completed some kind of post school qualification. Women constitute 43 percent of the population and follow the patterns of other SLAs analysed. They are more likely to have completed a Diploma or "other" type qualification but hold these qualifications to approximately the same extent as their numbers in the population. In employment and income, women do somewhat better than females in other SLAs when compared with males. As Aboriginal people are included in these analyses and as they form some 27 percent of the population the results are probably affected by the lower workforce indicators of this group. However it is also true to say that the Aboriginal people of this SLA do marginally better in employment and income than in other SLAs in the south of the state where they form a much smaller proportion of the total population.

The numbers of adult persons of non English speaking background in the Derby-West Kimberley region are small and do not warrant any special education provision. Adult women show some need for further education opportunities. However this is complicated by the very large number of Aboriginal people included in the analysis. For this reason it is unlikely that adult females other than Aboriginal women are present in sufficient numbers to warrant a priority in the provision of access opportunities to higher education.

### **3.3.6 Wyndham-East Kimberley**

This statistical local area includes that part of the Kimberley which ranges from the Kalumburu Aboriginal community in the north to the border of the Northern Territory in the east. It extends south to a point approximately two thirds of the distance between Kununurra and Halls Creek. Major towns in the SLA are Kununurra and Wyndham. Some mining and tropical agriculture is practised as well as the more traditional Kimberley occupation of cattle raising on pastoral station leases.

The population in 1986 was 6963. In 1991 it is estimated at 6930. This apparent decrease occurs because of the inflation of the 1986 population caused by an influx into the area during the census which was during school holidays. (Numbers of students live in the south of the state during school terms and travel home for school holidays.) There were only 155 persons who spoke a language other than English at home. This is only half the number of those who were born in a non English speaking country (305). The LOTE numbers excluded the "other" languages group. Their exclusion, on the presumption that they would be speakers of an Aboriginal language, may not be valid in all cases. It is true, however, that a large number of persons (612) indicated that they spoke a language other than those listed. Most of those who admitted to speaking a language other than English believed that they spoke it adequately.

Women form 44 percent of the population. Educational experience indicators are similar to the rest of the Kimberley and compare favourably with other rural regions of the state. The situation is also similar with labour force data except that there are slightly more people who are not in the labour force. This may be explained by the higher proportion of Aboriginal people in the East Kimberley. The raw numbers indicate that adult women are more in need of further education experience than males. It is not possible to determine how many of those without qualifications are Aboriginal women. Further investigation in the form of local field work would be necessary before any program of access to higher education was contemplated.

The Derby-West Kimberley SLA is not considered a priority in the provision of access courses to higher education studies.

#### **3.3.7 Carnarvon**

Carnarvon town is situated on the north central coast of Western Australia. The SLA extends from just south of Exmouth in the north to a point west of Gascoyne Junction and to the mouth of the Wooramel River in the south excluding the town of Denham. It is relatively large but most people live within a reasonable distance of the town. The Shire of Carnarvon estimates that in 1991 the proportion of the population living outside the town area is less than seven percent.

The population in 1986 was 10 259. The projection for 1991 is 8378. This latter figure was based on an ERP of 7439. (Reasons for differences between census and ERP data have been explained previously and in Appendix 1A.) Nearly 13 percent of the population are Aborigines. Persons born overseas of non English speaking background number 636 and most of those who speak another language at home speak a language of European origin, chiefly Italian, Dutch and Serbo-Croatian. Almost all consider that their English language skills are adequate. Numbers of children speak these languages at home and it is therefore assumed that both parents are likely to be of non English speaking background. However, most of this sub population is over 35 years of age and is therefore likely to be migrants of long standing. The region does not appear to be a high priority for access courses to higher education although there may be need for further courses for workers and for women who are not in the labour force.

Educational experience mirrors the situation as described in most other SLAs with females having less school experience than males and fewer qualifications at lower levels than men. Labour force and income indicators are slightly better than in southern SLAs but not as high as in the Kimberley region. As with the latter statistical division, the presence of a significant Aboriginal population hinders the analysis of female participation in education and the workforce if a picture of non Aboriginal people is required.

### **3.3.8 Geraldton and Greenough**

Geraldton is situated on the central west coast of Western Australia. The Greenough shire contains some of the southern suburbs of Geraldton. All of this shire is considered to be within commuting distance of town. There is a College of Technical and Further Education.

The 1986 population was 24 654. The projection for 1991 is 28 968. There are 1211 persons born overseas of non English speaking background. Of these 878 speak a language other than English at home and 83 percent believe that their English language skills are good. A closer examination of the data discloses that the language with the highest numbers of speakers is Italian (325), followed by Vietnamese with 196 speakers. The Italian speaking people are more evenly spread across age groups than the Vietnamese who are clustered in the groups up to 34 years. Other significant language groups are Serbo Croatian and Polish.

The profile for adult women is typical of the SLAs in the southern half of the state. They represent 49 percent of the adult population. They stay at school longer than men; they have fewer and lower levels of qualifications than men; they are more likely to be unemployed or not in the labour force; their incomes are lower than for men with most of the single female parents earning less than \$9000 per annum. The Aboriginal population is six percent of the total and therefore the findings for women will not be unduly skewed by the situation for this sub population for which the situation differs markedly.

There is a relatively large group of non English speaking background people in these SLAs with a significant proportion being from one particular ethnic group, namely, Vietnamese speaking persons, who are likely to be recent migrants. It is therefore an area where educational innovations such as access programs for higher education may be successful. Vietnamese people are relatively young and may be prepared to seek further qualifications. Field work in the Geraldton region should be a priority if the Edith Cowan University or other educational institutions wish to offer further programs for non English speakers who wish to enter university or College of TAFE. Adult women are also present in sufficient numbers to warrant further investigation into their needs. Field work with this group may indicate that further education programs leading to higher qualifications would be viable.

### **3.3.9 Northam**

The SLAs of the town and shire were amalgamated because of the small size of the shire and its closeness to the town centre. This region is the only one analysed for the Midlands Statistical Division which is experiencing a declining population overall although this is not true of the particular area analysed. The Midlands Statistical Division is expected to grow in size in future censuses because of the encroachment of the metropolitan area into its western fringe. The SLAs under discussion will be among those affected.

The population in 1986 was 8863. The projection for 1991 is 9682. The NESB population is approximately 700. People who speak LOTES at home (662) are not significantly less in number than the NESB population and are mostly of European origin. However, there is a relatively large number of speakers who indicated an "other" language. The highest number speak Polish followed by those who speak Italian. Most of this group are aged 35 or more and regard themselves as speaking good English.

Women rate somewhat better against men in terms of educational experience when compared with other SLAs but their access to education qualifications is still below those of males and the quality of qualification is lower. The same is true for workforce indicators and income, namely, that although there is less difference between sexes, females still rate below males with respect to the numbers employed and annual income. Aboriginal persons constitute four percent of the population. In 1986 there were only 229 people in the combined SLAs who were unemployed.

Numbers of females constitute a sufficient pool of people to consider the provision of a program. However, the population in 1986 was slightly skewed towards the older age groups (50+). Projections indicate that this will be an increasing feature of the Midlands Statistical Division. This area is therefore not seen as a priority for access courses for women. Further field investigation may modify this view as the viability of a program in any area depends on many factors apart from the size of the potential pool of students. Similarly the pool of overseas born persons of non English speaking background, while of reasonable size, may not produce sufficient people interested in further study because of age, employment and other responsibilities.

### **3.3.10 Narrogin**

Narrogin town and shire have been amalgamated in this analysis. The town is the only centre of any size in the Upper Great Southern Statistical Division. It is a service centre for the wheat and sheep growing areas which surround it. It is situated about two and a half hours' distance by road from Perth.

The population in 1986 was 4973. The projection for 1991 is 5557. This projected population should be treated with some caution because the statistical division is expected to decline in population over time. The projection is based on an estimated resident population in 1986 of 5723 and therefore represents a drop in numbers. (Reasons for differences between census figures and estimated resident population have been given previously.)

The sub population of non English speaking persons who are overseas born consists of only 273 people or five percent of total population. All but eleven respondents indicate that their spoken English is satisfactory. Polish and Italian speakers predominate and most are aged 35 years or more. (There are no speakers of languages other than English in the shire of Narrogin.)

Females predominate in the population (53 percent). This contrasts with all selected areas in the Kimberley, the South East, the Pilbara and Central Divisions which have been analysed and where the female proportion of the population is less than 50 percent. Completion of school data gives a similar picture to all other SLAs. However more women are qualified in Narrogin than in other SLAs except for Derby-West Kimberley. In particular, a greater proportion of women hold degrees than elsewhere. Unemployment for women does not appear to be a problem in this region and, although numbers are small, some females who are single parents appear to work in jobs which provide good incomes.

Numbers of speakers of languages other than English in the Narrogin region make it unlikely that there would be sufficient interest in an English course targeted towards higher education entry. Most of the adult female population appears to be employed and/or in receipt of a sufficient income. The population is older on average than in most other rural regions which have been analysed. The area is not seen as a priority for the provision of access courses to higher education.

### **3.3.11 Katanning**

The Shire of Katanning is bounded by the Shires of Woodanilling and Dumbleyung to the north west and north east respectively, the Shire of Kojonup to the west, the Shire of Kent to the east and the Shire of Broomehill to the south. It is situated in the Lower Great Southern Statistical Division and is a service centre for the surrounding farming community. To this extent it fulfils a similar role to Narrogin in the Upper Great Southern Division.

The population in 1986 was 4325. The projection for 1991 is 5057. This apparent increase should be treated with caution. The ERP for 1986 was 4884 which was a decline from 5096 in 1981. Although the population of the statistical division is expected to rise this is mostly due to increasing population in Albany and surrounding areas. There are 210 persons born in overseas countries of non English speaking background in Katanning. Europeans accounted for 145 of these with a further 49 from south east Asia. The presence of a Christmas Island community probably accounts for the south east Asian group as some Christmas Islanders were born in Singapore. When LOTE spoken at home data are examined 428 non English speakers are isolated of whom 269 specified an "other" language. It is likely that in excess of 300 people in this SLA are Malay speaking Christmas Islanders. (Please see previous comment about "other" languages and Christmas Islanders.) The age range for the NESB group as a whole appears to indicate that the majority are at least 25 years of age. However the situation should be further investigated as such a potentially large number from a single ethnic group (Malay speaking Christmas Islanders) may require specialist services such as further education targeted to their particular needs. These needs may not include access programs to higher education but other courses such as TAFE may be able to provide. It is also noteworthy that a comparatively greater proportion of this group indicates that its English is not good.

Female educational experience, workforce and income indices are similar to most other areas in the south of the state. Women represent 48 percent of the total population and are disadvantaged in relation to males. A high proportion (70 percent) are not in the labour force. The age profile shows a pattern characteristic of declining population areas with proportionately more younger children, fewer persons in the 15-24 year age bracket and significant numbers aged more than 55 years. This centre is not seen as a priority in terms of access courses to higher education for adult women.

### **3.3.12 Bunbury**

The data for this area represents a combination of five SLAs including Bunbury city. They are all within commuting distance of the Bunbury campus of Edith Cowan University. The northern extremity of the Busselton SLA which is also within commuting distance is not included because it was not possible to extract these data from the environs of Busselton where most of the population lives and which is too far from Bunbury to be considered commuting distance. The Bunbury region is the second fastest growing region in Western Australia after the metropolitan area. The port of Bunbury services the south west region of Western Australia and the population is engaged in a variety of service and production industries. It is relatively close to Perth and is connected by express rail services. In addition to the Edith Cowan University campus there is a South West College of TAFE in Bunbury as well as a TAFE centre and a campus of the Curtin University School of Mines in Collie.

The population in 1986 was 49 616. The projection for 1991 is 61 837. Persons born overseas of NESB origin numbered 2797 in 1986. LOTEs spoken at home are of European origin in almost all cases. The Italian language is dominant in all the component SLAs with Dutch and Polish being used to a significant extent. The Asian languages do not appear to be used a great deal. However, there are significant numbers of persons who indicated that they spoke a language not listed. Anecdotal evidence indicates the presence of a number of speakers of Philippines languages. (These are not specifically listed in the data.) If these are Asian language speakers they are likely to be relatively recent migrants along with Polish people (see previous discussion). The total numbers of LOTE speakers are 3465. Only the Bunbury and Katanning areas have more people speaking a LOTE than there are overseas migrants of non English speaking background. The likely reason in the Bunbury region which includes significant communities of Italian immigrants is that another language is

spoken by second generation persons from a NESB background. A close examination of the age profile of NESB persons suggests an ageing population. A further indicator which supports both the thesis that the population is ageing or, alternatively, that people are recent migrants, is that of self assessed proficiency in spoken English. A greater proportion than anywhere else except the Pilbara, of those who spoke a LOTE at home considered that their English language skills were poor. The imperative to communicate to others in English may also be less in the larger Italian speaking communities.

Adult females constitute 49 percent of the population of 15 666 persons. The size of this population supports the belief that courses for adult women at all levels should be viable. Educational experience, workforce participation and income levels do not differ markedly from other SLAs analysed. Further field investigation will be necessary before any definitive description of women in this region can be given. However, the density of population will allow somewhat different approaches to be made including the investigation of various local areas and particular communities of women including those who are already in the workforce but who need to upgrade qualifications.

The combined SLAs of the Bunbury region should be seen as a high priority for further investigation into the need for both English language access courses to higher education for persons of non English speaking background and for more general access courses for adult women. This investigation will almost inevitably lead to the additional assessment of needs at levels other than higher education entry. It is recommended that any further investigation should be co-ordinated with other education providers such as TAFE.

### **3.3.13 Albany**

Four SLAs including the town of Albany have been combined to provide the data for this analysis. Albany and Plantagenet Shires extend beyond commuting distance at their extremities but are included. These are balanced by the exclusion of the Shire of Cranbrook some of which could be within a reasonable distance of Albany. Albany is at the southern extremity of Western Australia and is within the Lower Great Southern Statistical Division. It is a service and recreational centre for the farming regions to its north. It is also a popular retirement venue for people mostly from the Great Southern regions.

The population in 1986 was 28 705. The projection for 1991 is 31 270. Data indicate that the population is skewed slightly towards the upper age levels and this is particularly true of the non English speaking background component which number 1477 persons. The small numbers of overseas born people of NESB who are below 25 years of age indicate the likelihood that the sub population are migrants of long standing. Another age indicator is the small number of Asian migrants. As detailed on page 28, Asian immigrants are more likely to be recent and younger in age. (However, the "other" group of LOTE speakers is 29 percent of the total. It is not possible to state whether these people are younger or older or of European or Asian origin.) Most of the group of LOTE speakers considered their English language skills adequate.

Adult women form 50 percent (10 674) of the population. All indicators show them to be disadvantaged in relation to males of the same age with the exception that, like other centres at Bunbury, Northam and Narrogin, those who hold degrees represent a greater proportion of the adult population than in other rural areas. The proportion of women not in the workforce is also marginally less and the number of single parents with adequate incomes is greater.

The Albany region is not a priority for the siting of an access program to higher education for people of non English speaking background. The numbers of adult women are such that bridging programs for them should be investigated. However, general indicators imply that upgrading educational qualifications may not be a priority with females in the region.

### **3.4. Summary and Conclusions**

#### **Need for Further Investigation**

The thirteen localities which have been analysed in the preceding section of this chapter include most of the main centres of population in Western Australia outside the metropolitan area. The southern extremities of the urban regions of Perth were judged, for all practical purposes, to include the towns of Mandurah and Pinjarra, both of which have significant populations. The SLA of Manjimup also has a population similar in size to the Northam district. Busselton, on the lower south west coast, has a sizeable population. If any further investigation is contemplated, these SLAs should be considered. The only other SLA of any size in rural Western Australia which was excluded was Broome in the Kimberley Statistical Division. This town is also worth further investigation but, like other SLAs in this remote region, the demographic data do not provide information to look at such matters as persons of non English speaking background and adult women. The high concentration of indigenous Australians in the area masks the differences between other elements of the total population. Field investigation of the situation is the only practical solution.

### **3.5 Comparative Outlines of the Thirteen Selected Areas**

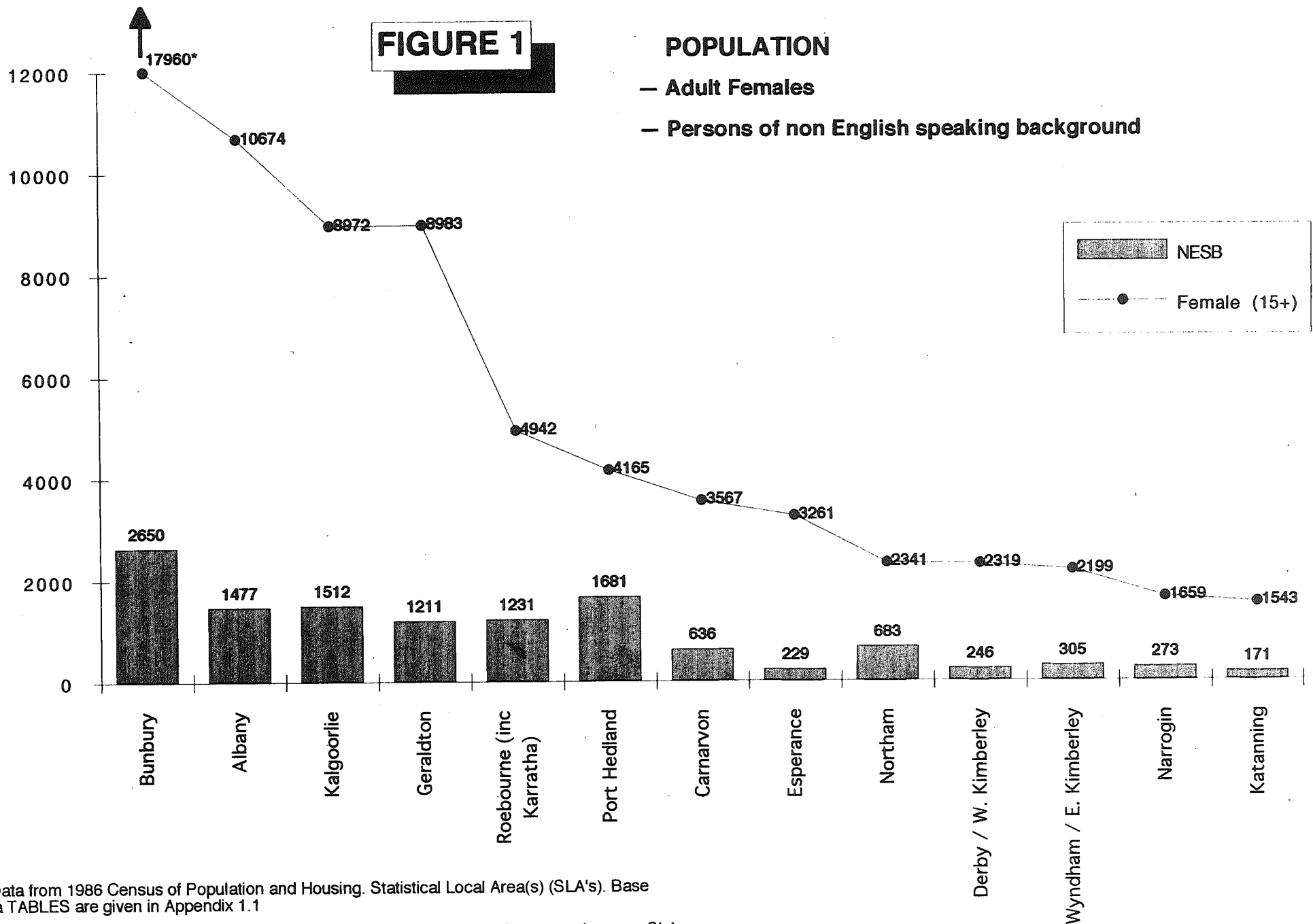
The graphs which follow, with their accompanying comments, show differences between localities. A summary TABLE is also included.



## SUMMARY - Thirteen Selected Localities

Locality (SLAs)	Population	NESB Population	Population Speaking a LOTE at home	Adult Female Pop Percentage of Total	Aboriginal Population	Age of Population	NESB Population	Females (compared with males)		
								School Experience	Workforce Participation	Income
Bunbury (5 x SLAs)	49 616	2 797	3 465	49	1 108	Older	Older migrants .Almost all European. Significant "other" languages spoken.	Similar	Slightly Less	Less
Albany (4 x SLAs)	28 705	1 477	1 304	50	561	Older	Older European migrants.Significant "other" languages spoken.	Similar	Slightly Less	Less
Kalgoorlie (3 x SLAs)	28 270	1 512	841*	45	1 641	Older	Older European migrants.	Less	Much Less	Much Less
Geraldton (2 x SLAs)	24 654	1 211	878	50	1 382	Average	Younger migrants. Majority European. Significant minority Asian.	Similar	Less	Less
Roeboume	16 704	1 231	553*	43	1 026	Younger	Mostly European Migrants in 25-54 year age range.	Less	Much Less	Much Less
Port Hedland	13 241	1 681	486*	44	1 472	Younger	Most multiculturally diverse population in State. Large Xmas Island community not inc.	Less	Much Less	Much Less
Carnarvon	10 259	636	309*	47	1 262	Older	Mostly European migrants.	Similar	Less	Less
Esperance	9 556	229	126*	47	203	Younger	Mostly European migrants. Few younger migrants.	Similar	Much Less	Slightly Less
Northam (2 x SLAs)	8 863	700 (approx)	662	49	346	Average	Mostly European migrants	More	Slightly Less	Slightly Less
Derby-West Kimberley	7 289	246	116*	44	1 959	Older	Majority of European migrants. Significant minority of Asian migrants - younger.	More	Less	Less
Wyndham-East Kimberley	6 963	305	155*	42	2 000	Average	Mostly European migrants.	Similar	Much Less	Much Less
Narrogin (2 x SLAs)	4 973	275	246	53	247	Average	Mostly European migrants.	More	Slightly Less	Slightly Less
Katanning	4 325	210	428	48	266	Average	Significant minority of Asian migrants. Xmas Islanders not included.	Similar	Much Less	Much Less

\*The "other" category of LOTE speakers has been excluded from these SLAs

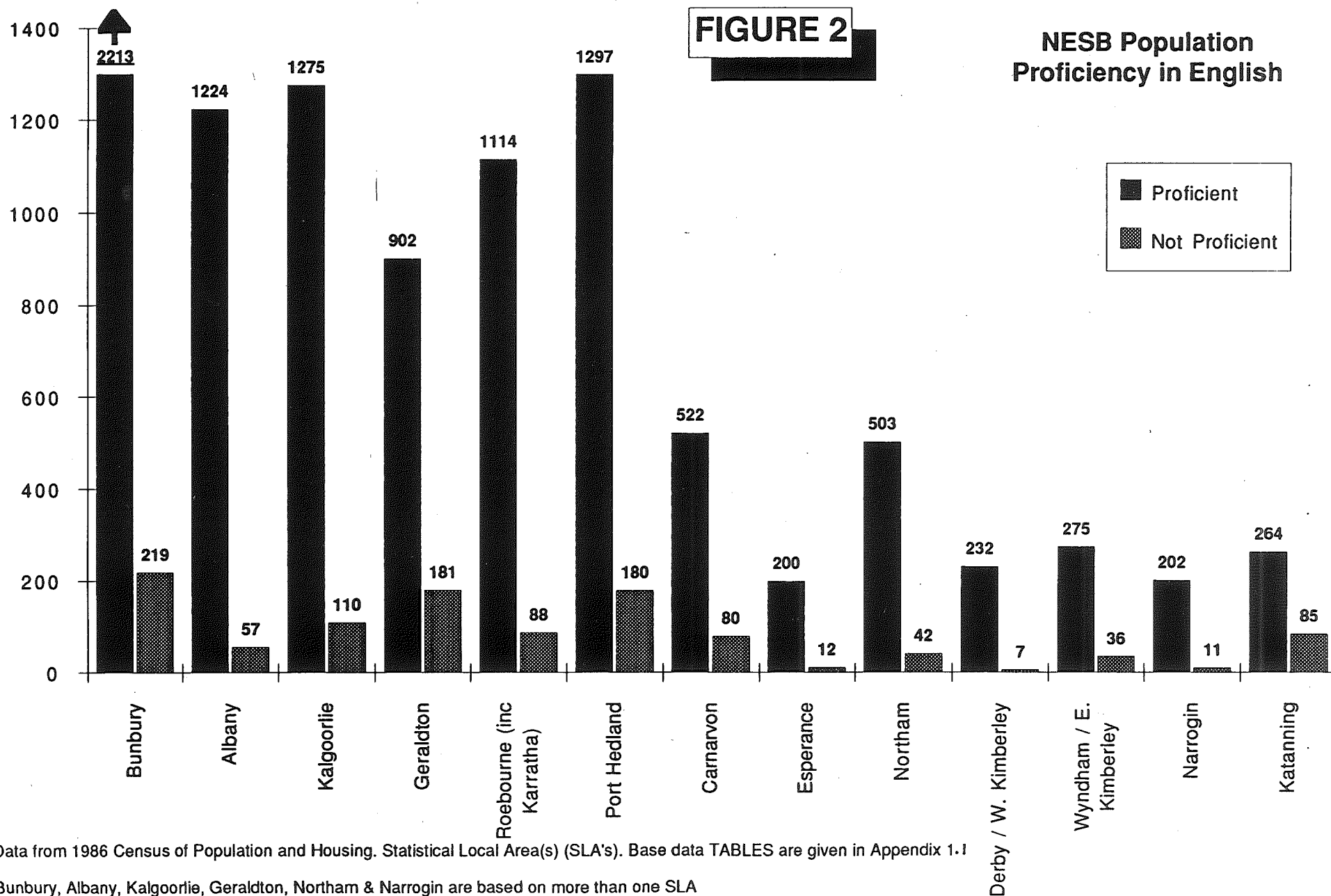


1) Data from 1986 Census of Population and Housing. Statistical Local Area(s) (SLA's). Base data TABLES are given in Appendix 1.1

2) Bunbury, Albany, Kalgoorlie, Geraldton, Northam & Narrogin are based on more than one SLA

3) Female data has been based on Census Workforce data

1. Bunbury has the highest NESB population followed by Port Hedland, Kalgoorlie and Albany. (The Katanning numbers do not include Malay speaking Christmas Islanders unless they were born in Singapore).
2. Bunbury, Albany, Kalgoorlie and Geraldton all have significant population of adult females.

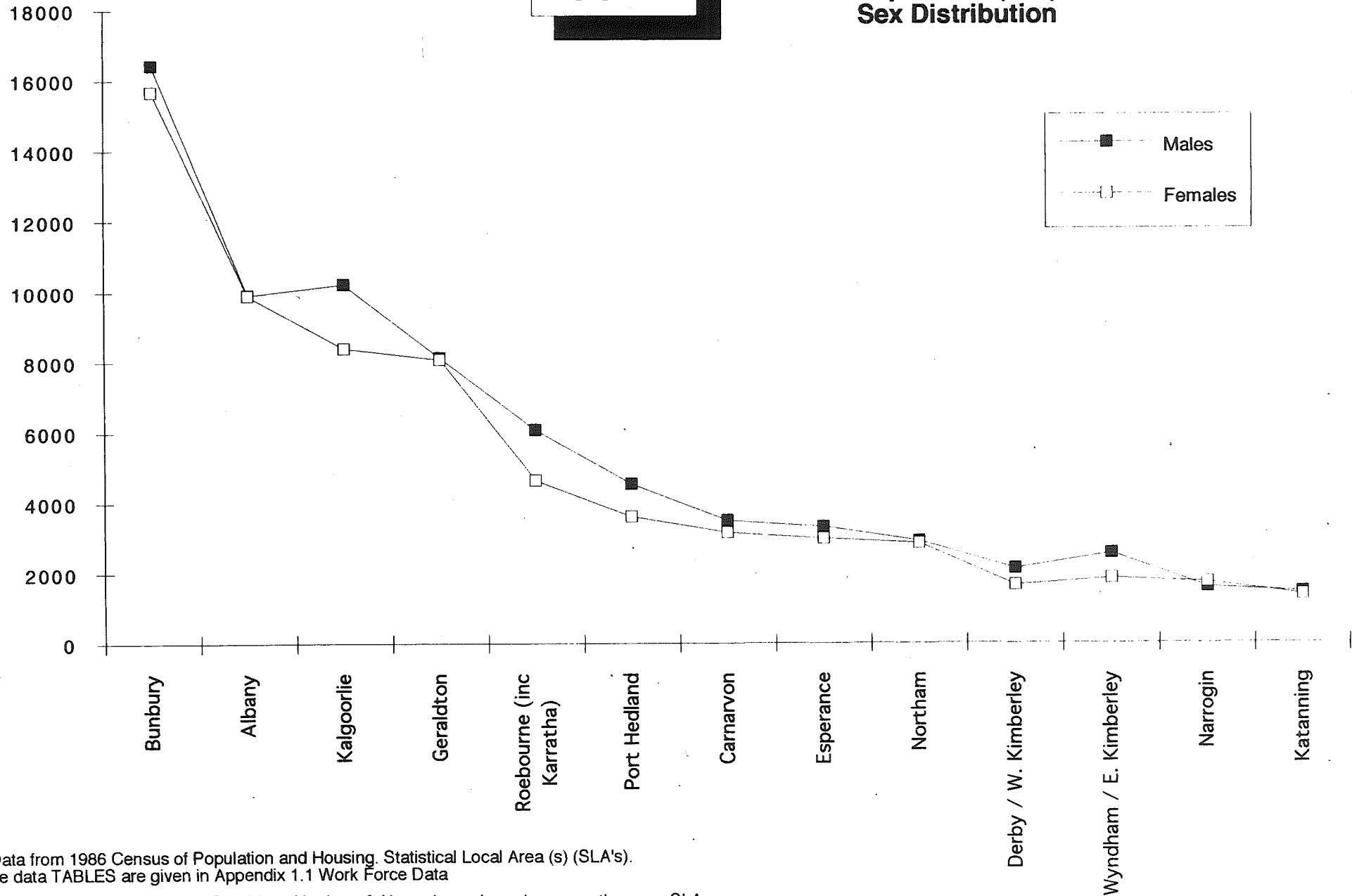
**FIGURE 2****NESB Population  
Proficiency in English**

1) Data from 1986 Census of Population and Housing. Statistical Local Area(s) (SLA's). Base data TABLES are given in Appendix 1.1

2) Bunbury, Albany, Kalgoorlie, Geraldton, Northam & Narrogin are based on more than one SLA

3) Proficiency has been established by self report in Census information

1. The first six SLAs have significant numbers of proficient English language speakers among the NESB population.
2. Bunbury, Geraldton, Port Hedland and Katanning have greater proportions of poorer speakers of English.  
(They may be targets for lower level English language courses.)

**FIGURE 3****Population (15+)  
Sex Distribution**

1) Data from 1986 Census of Population and Housing. Statistical Local Area (s) (SLA's).  
Base data TABLES are given in Appendix 1.1 Work Force Data

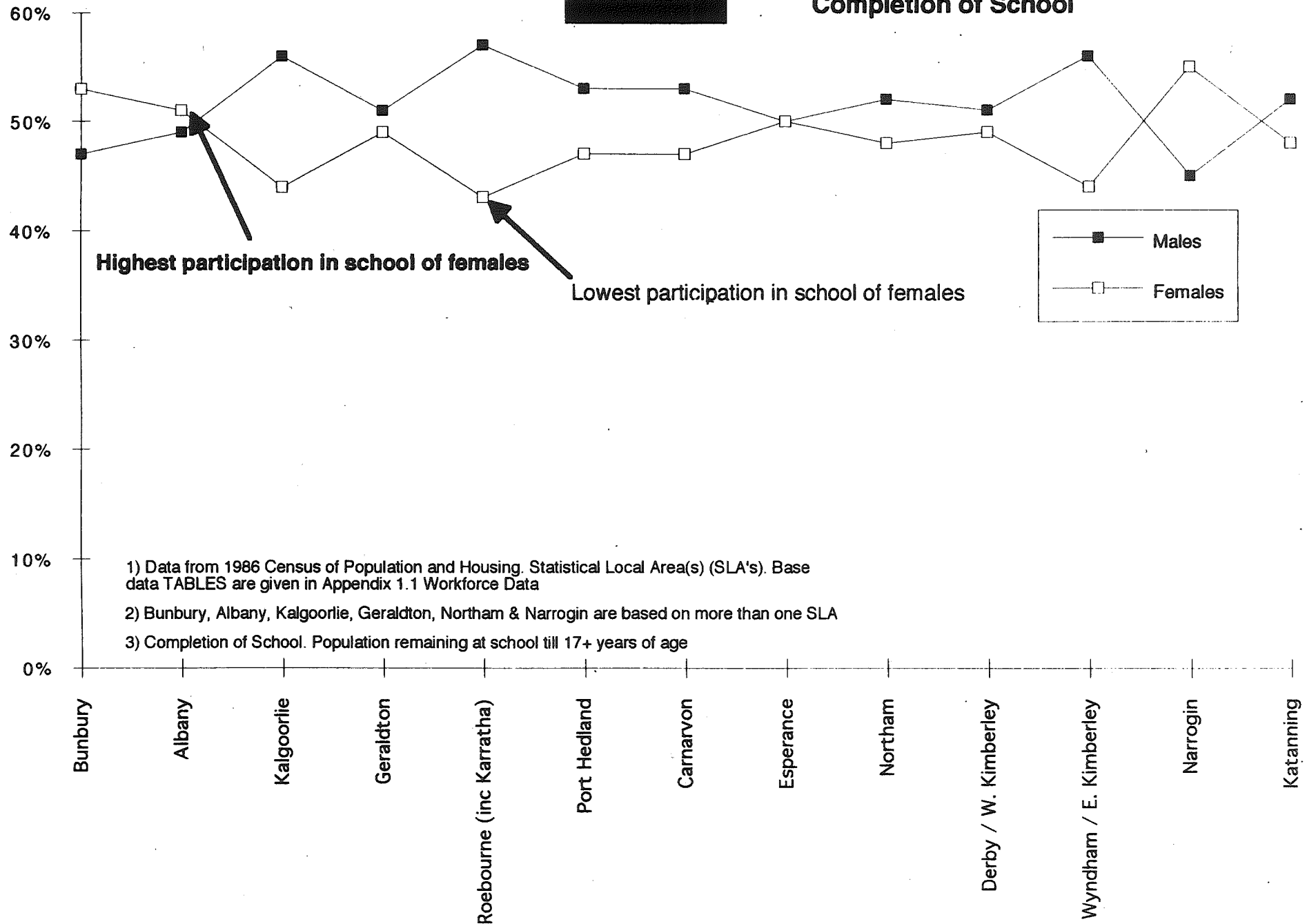
2) Bunbury, Albany, Kalgoorlie, Geraldton, Northam & Narrogin are based on more than one SLA

3) Excludes "Not Stated"

1. Narrogin is the only area analysed where females outnumber males.
2. Roebourne SLA has the lowest percentage of females.

**FIGURE 4**

**Population (15+)  
Completion of School**



1) Data from 1986 Census of Population and Housing. Statistical Local Area(s) (SLA's). Base data TABLES are given in Appendix 1.1 Workforce Data

2) Bunbury, Albany, Kalgoorlie, Geraldton, Northam & Narrogin are based on more than one SLA

3) Completion of School. Population remaining at school till 17+ years of age



1. Narrogin has the highest female rate for completion of school.
2. *Completion of school* differences between the sexes are greatest in Kalgoorlie, Roebourne and Wyndham where male school completion is greater.
3. In Bunbury, Geraldton, Narrogin and Albany female school completion is higher.

**Note:**

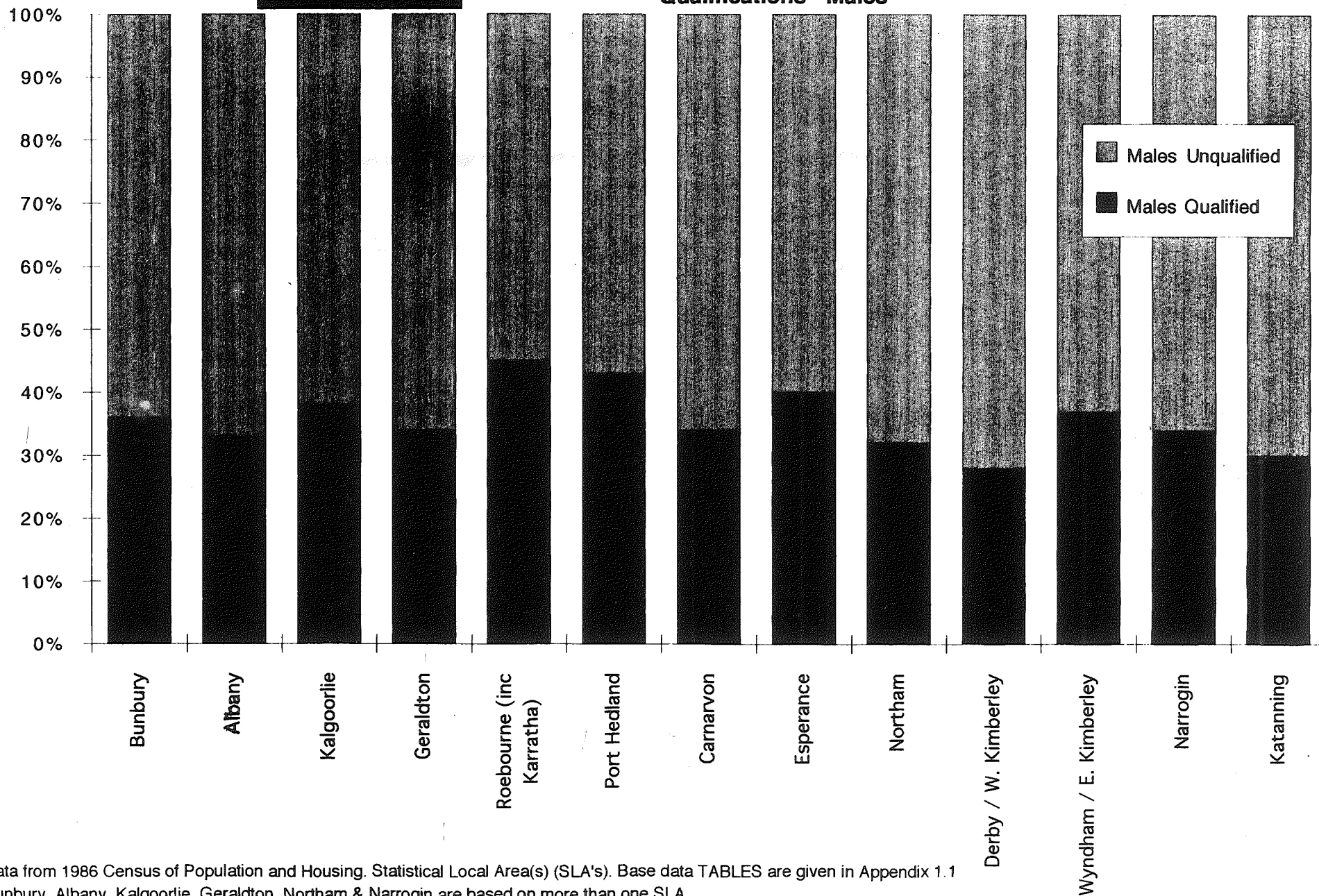
**Erratum page 50**

Geraldton females are *more* likely to complete school than males. (See page 134 for base data.)

**FIGURE 5(a)**

**POPULATION (15+)**

**Qualifications - Males**



1) Data from 1986 Census of Population and Housing. Statistical Local Area(s) (SLA's). Base data TABLES are given in Appendix 1.1

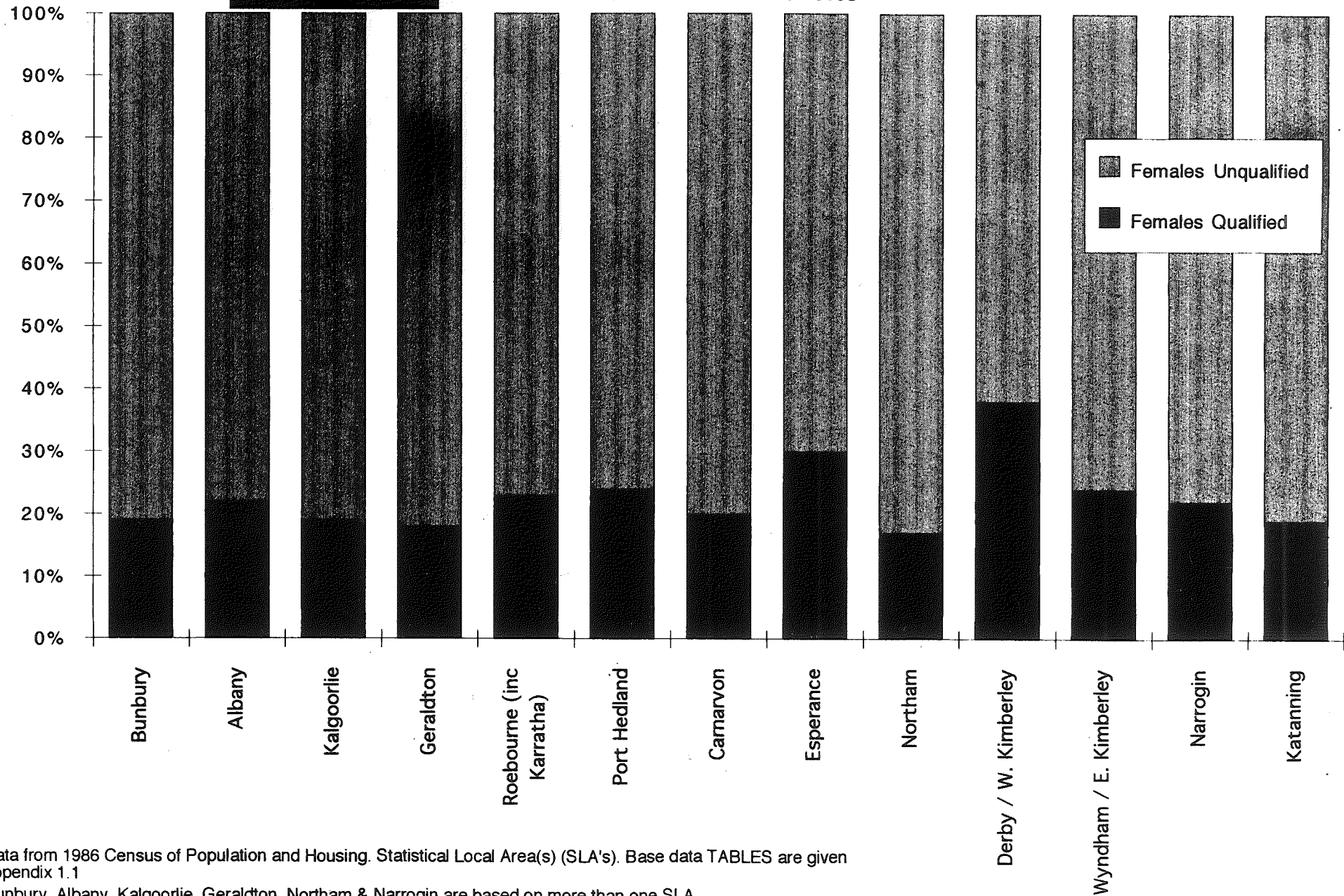
2) Bunbury, Albany, Kalgoorlie, Geraldton, Northam & Narrogin are based on more than one SLA

3) Qualification means any level of certification

1. In the mining areas of Roebourne, Port Hedland and Kalgoorlie males tend to have higher levels of qualification.
2. Males in Wyndham/East Kimberley have a surprisingly high level of qualification whereas the lowest percentage of qualified males are to be found in the Derby/West Kimberley SLA.

**FIGURE 5(b)**

**POPULATION (15+)  
Qualifications - Females**

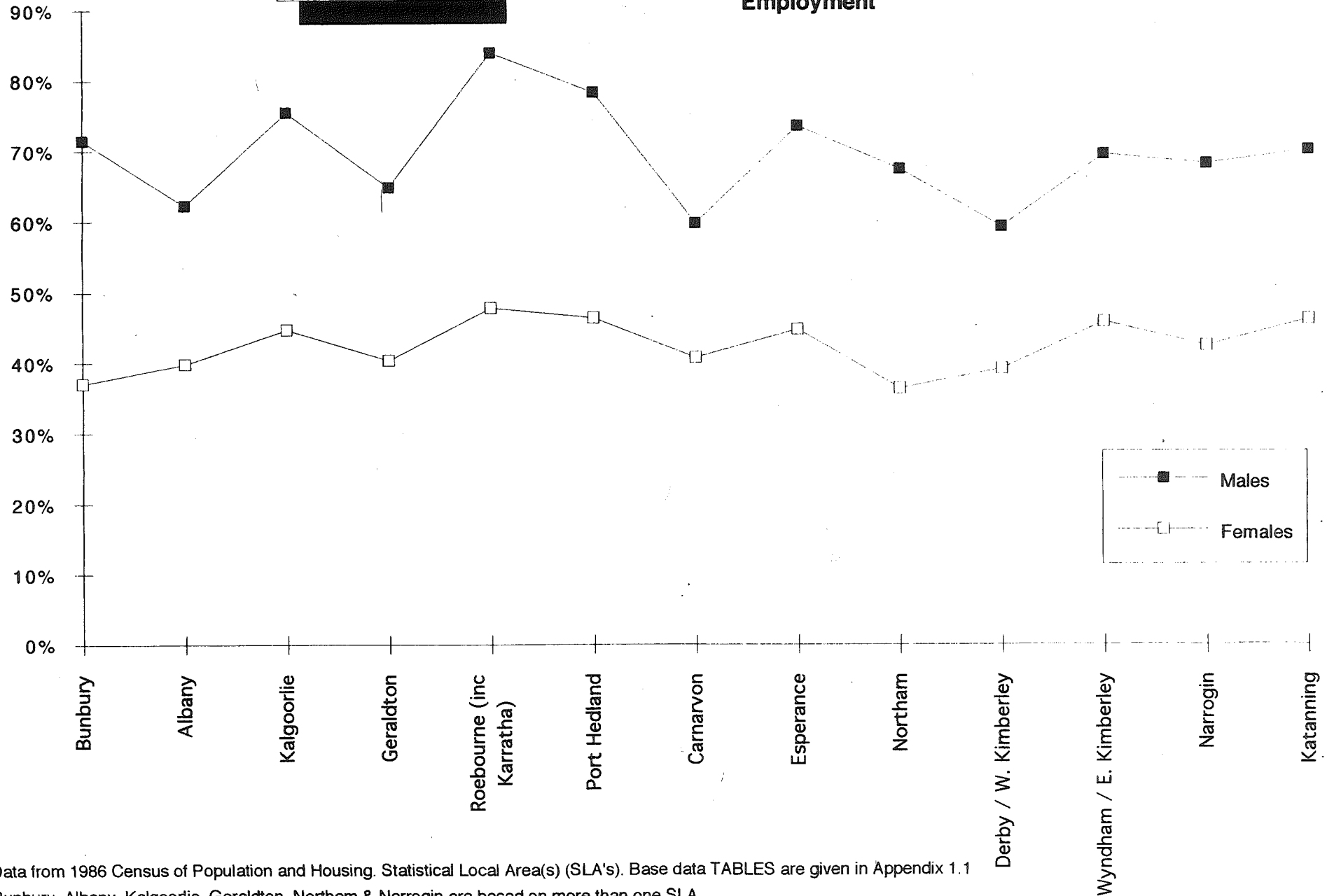


1) Data from 1986 Census of Population and Housing. Statistical Local Area(s) (SLA's). Base data TABLES are given in Appendix 1.1

2) Bunbury, Albany, Kalgoorlie, Geraldton, Northam & Narrogin are based on more than one SLA

3) Qualification means any level of certification

1. Female qualification rates are consistently below males (see 5a).
2. The Derby/West Kimberley area, females are more likely to be qualified than males (see 5a). They have the highest rate of qualification among the 13 rural areas analysed.

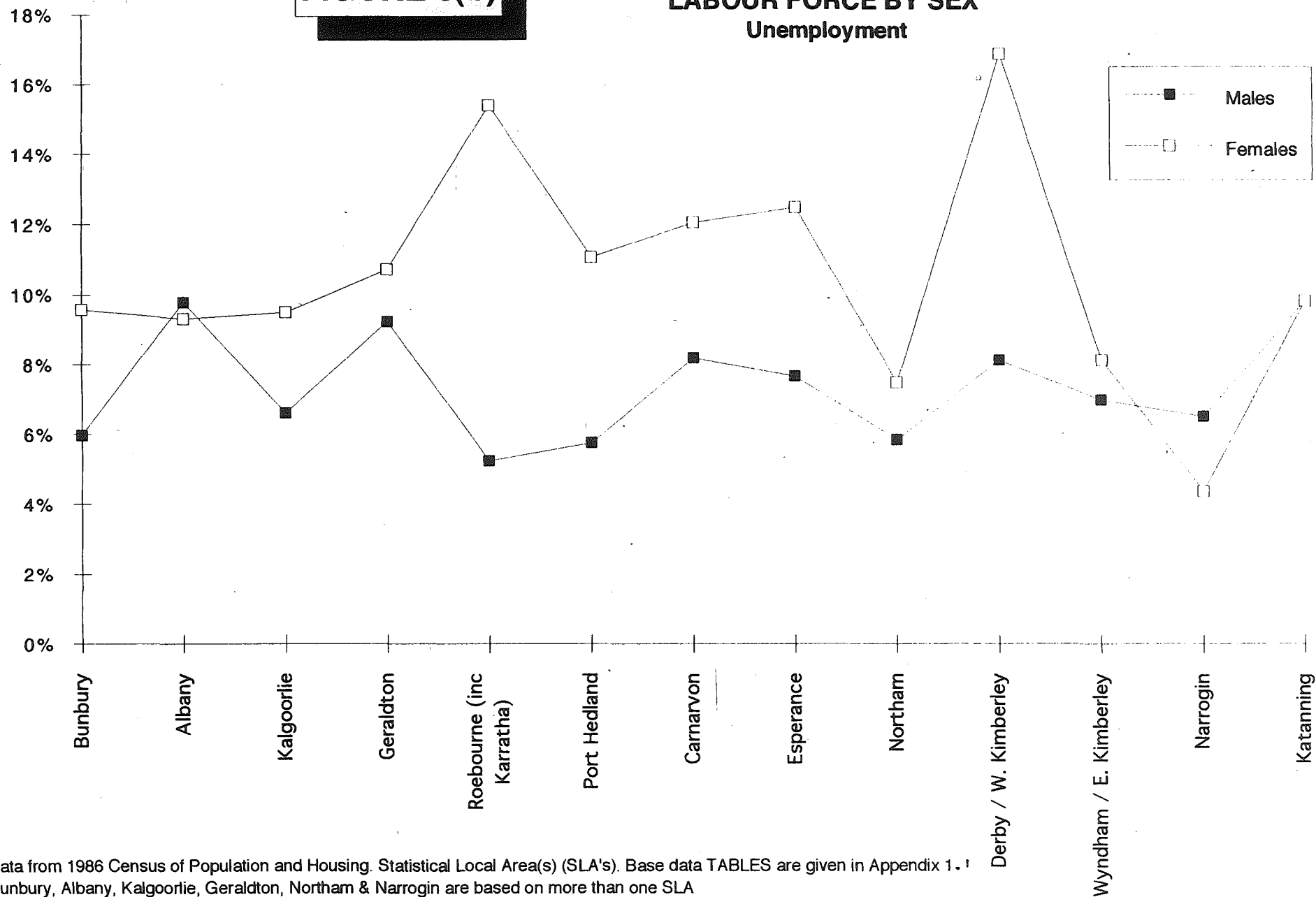
**FIGURE 6(a)****LABOUR FORCE BY SEX**  
Employment

1) Data from 1986 Census of Population and Housing. Statistical Local Area(s) (SLA's). Base data TABLES are given in Appendix 1.1

2) Bunbury, Albany, Kalgoorlie, Geraldton, Northam & Narrogin are based on more than one SLA

3) Excludes "Not Stated"

1. Females are consistently less likely to be employed.
2. Male employment rates in all areas are more than 60 percent.
3. Female employment rates in all areas are less than 50 percent.

**FIGURE 6(b)****LABOUR FORCE BY SEX**  
**Unemployment**

1) Data from 1986 Census of Population and Housing. Statistical Local Area(s) (SLA's). Base data TABLES are given in Appendix 1.

2) Bunbury, Albany, Kalgoorlie, Geraldton, Northam & Narrogin are based on more than one SLA

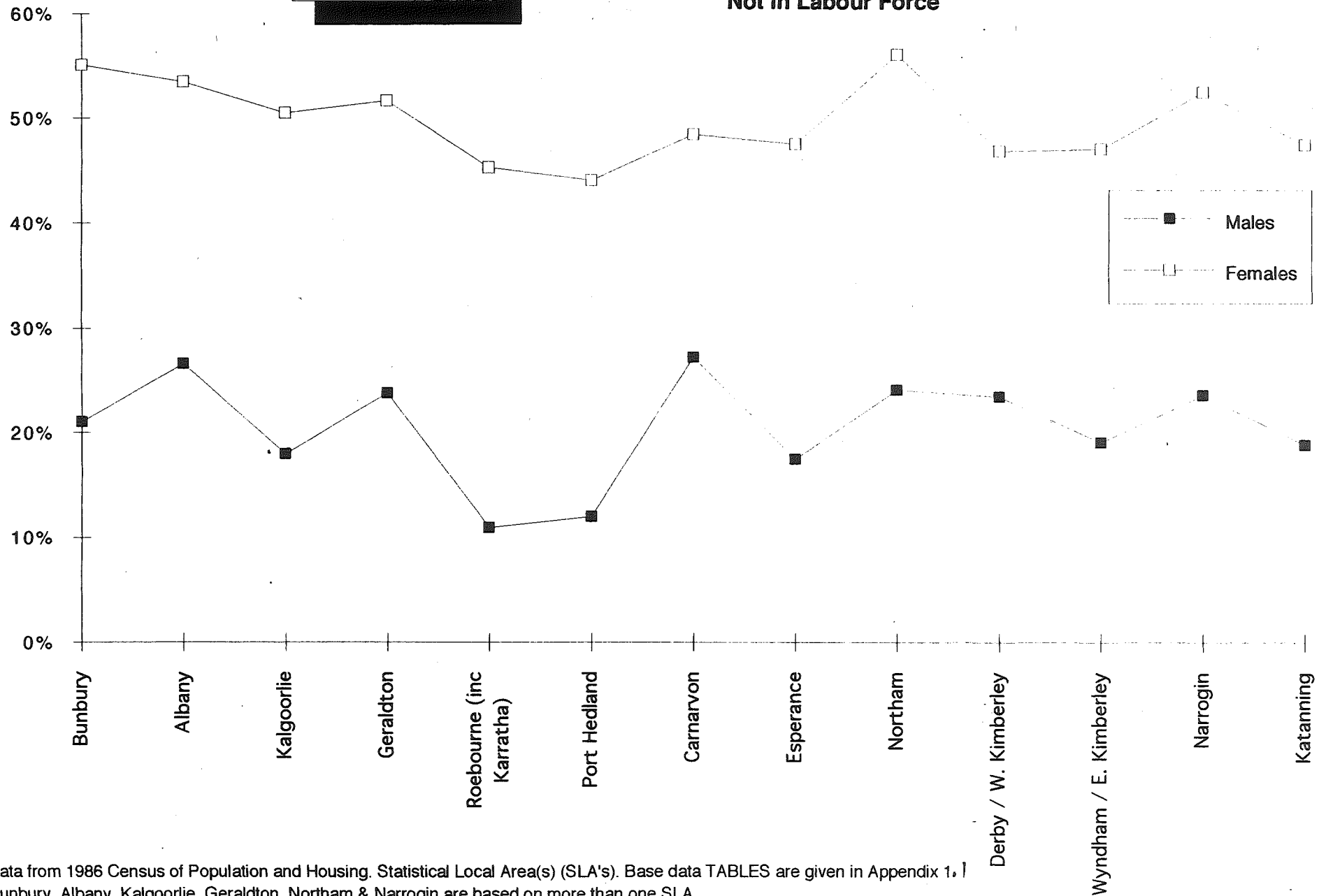
3) Excludes "Not Stated"



1. Differences between areas in unemployment rates are greater for females than for males.
2. Unemployment rates for women are highest in Roebourne and Derby and lowest in Narrogin.
3. Women are less likely to be unemployed than men in Albany and Narrogin.

**FIGURE 6(c)**

**LABOUR FORCE BY SEX**  
**Not in Labour Force**



1) Data from 1986 Census of Population and Housing. Statistical Local Area(s) (SLA's). Base data TABLES are given in Appendix 1.

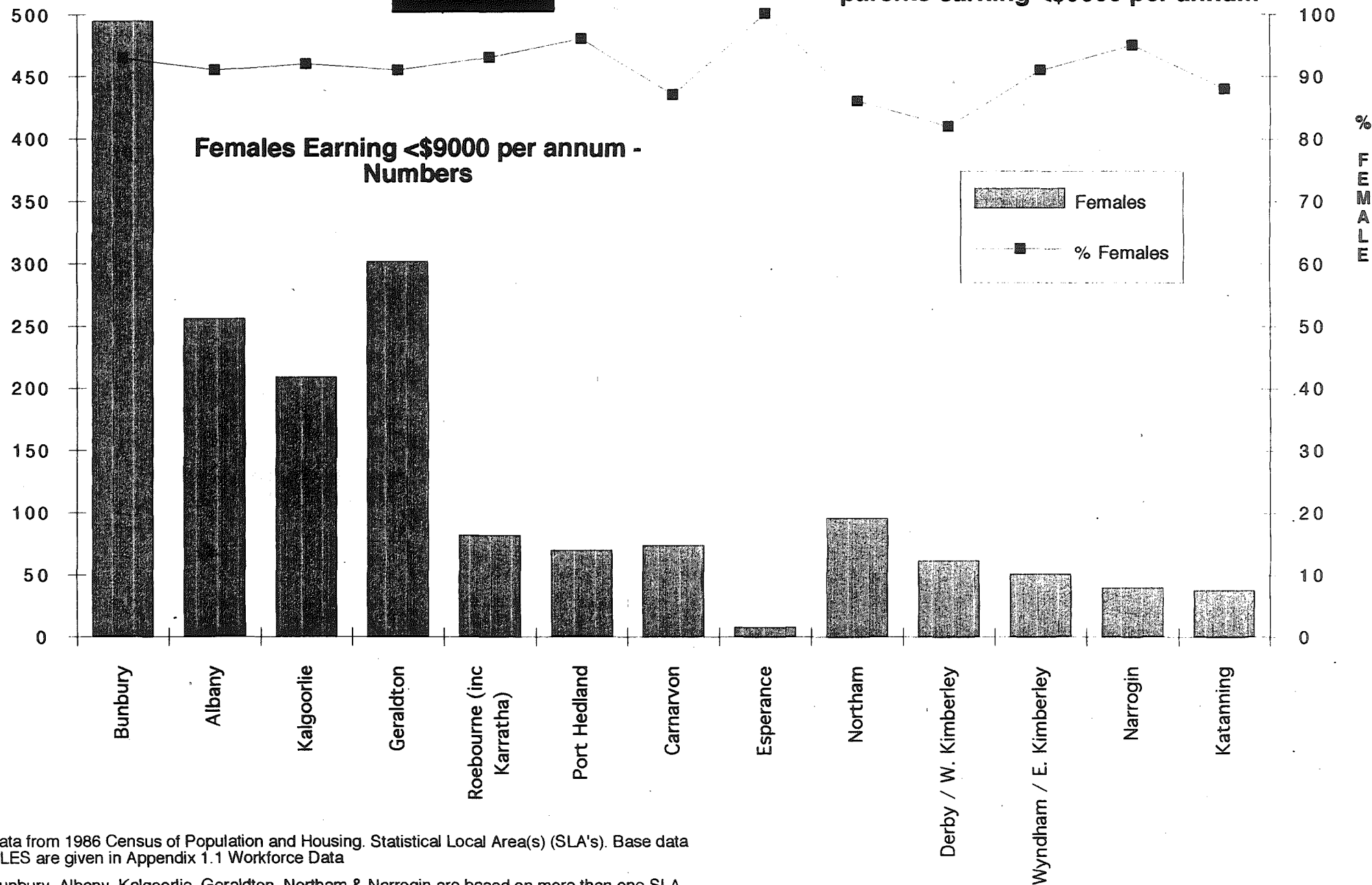
2) Bunbury, Albany, Kalgoorlie, Geraldton, Northam & Narrogin are based on more than one SLA

3) Excludes "Not Stated"

1. For males, the highest proportion of those not in the labour force occurs in Albany, Carnarvon and Narrogin.  
(This suggests an older age group of retirees.)
2. Bunbury, Northam and Narrogin have higher proportions of women who are not in the Labour force.

**FIGURE 7**

Females as percent of all single parents earning <\$9000 per annum

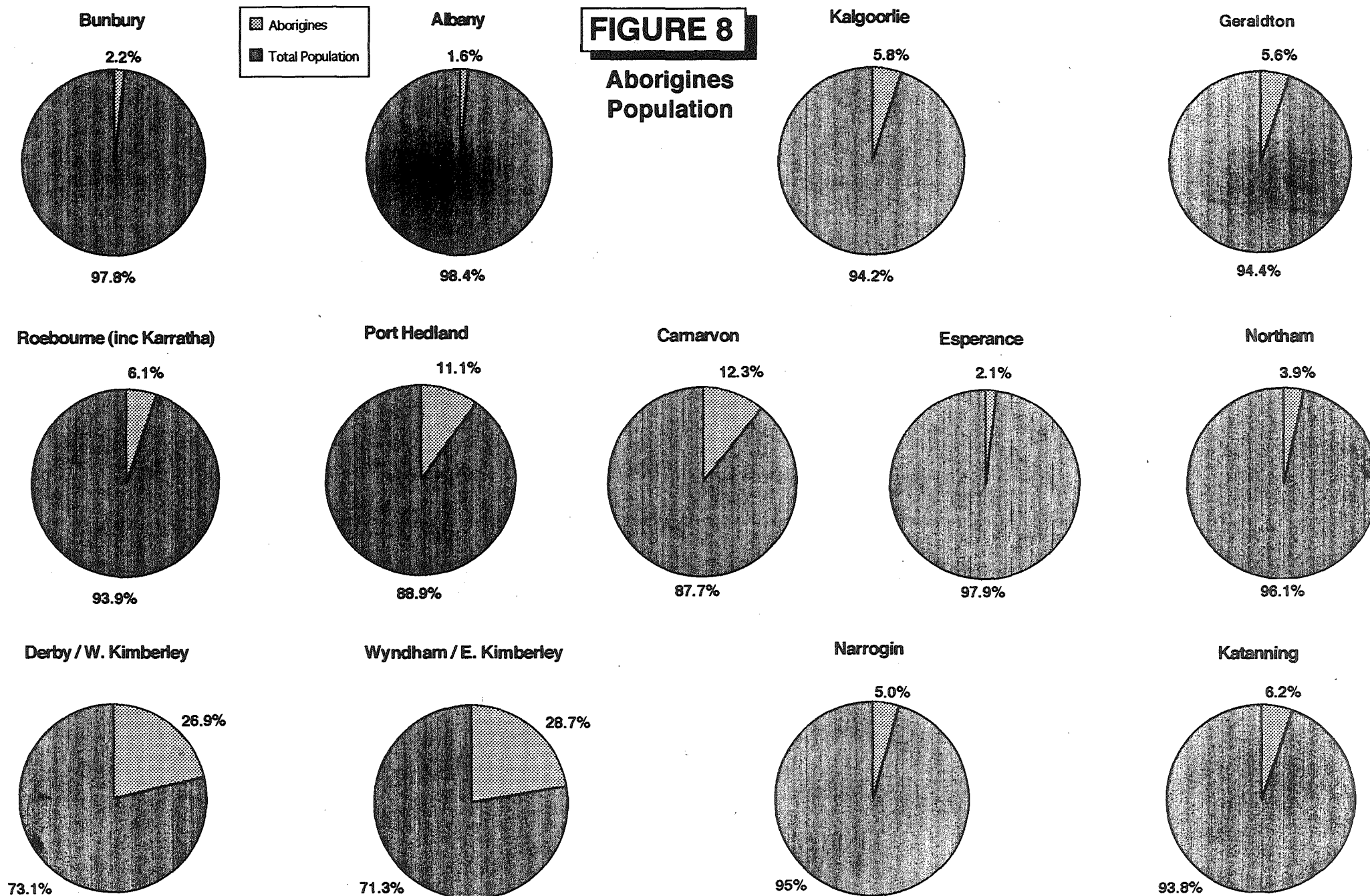


1) Data from 1986 Census of Population and Housing. Statistical Local Area(s) (SLA's). Base data TABLES are given in Appendix 1.1 Workforce Data

2) Bunbury, Albany, Kalgoorlie, Geraldton, Northam & Narrogin are based on more than one SLA

3) Excludes "Not Stated"

1. There are significant numbers of female low income earners in Bunbury, Albany, Kalgoorlie, Geraldton and Northam.
2. Females in Port Hedland and Narrogin constitute at least 95 percent of low income earners (using the indicator of single parents earning < \$9 000 per annum).

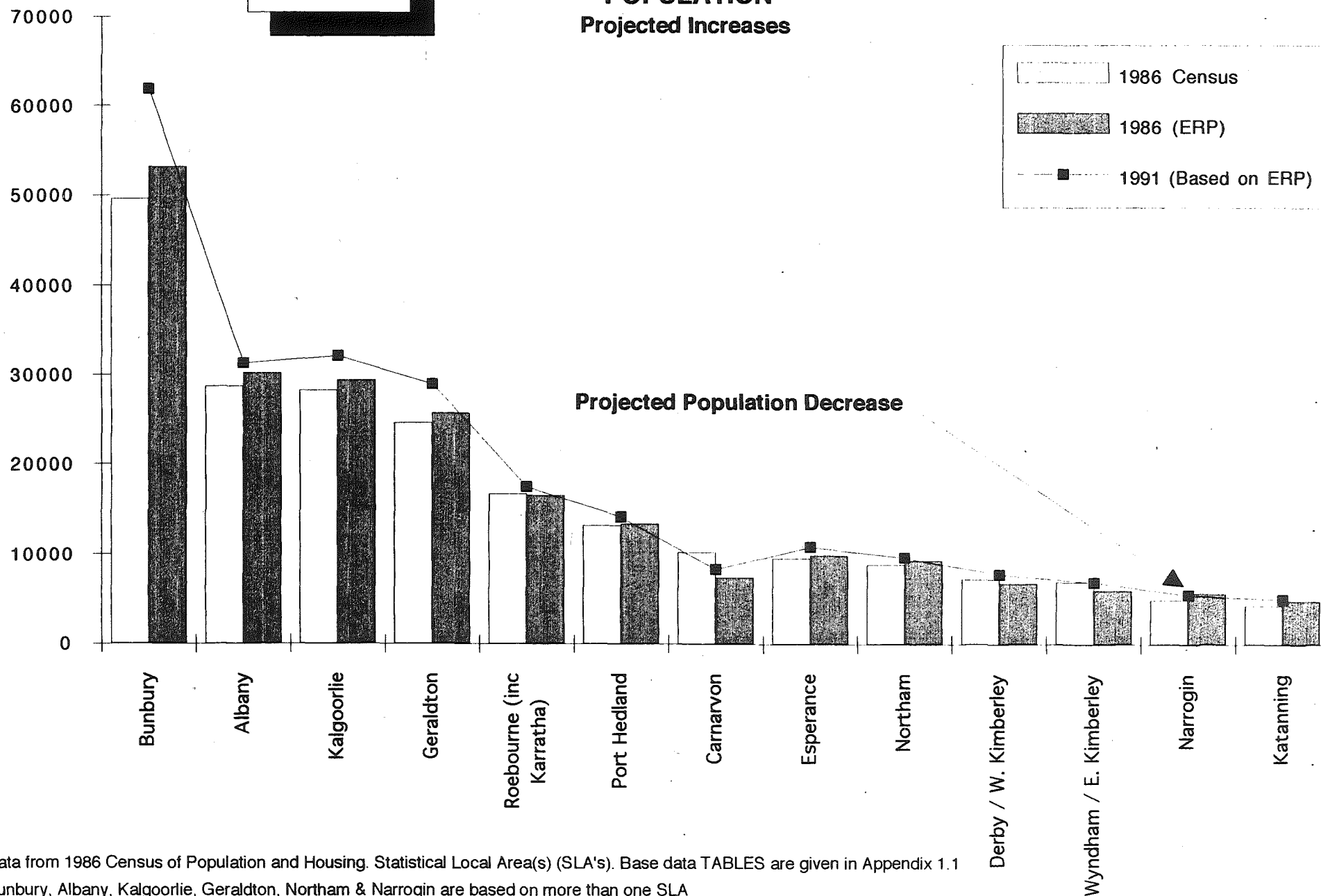


Notes: 1) Data from 1986 Census of Population and Housing. Statistical Local Area(s) (SLA's). Base data TABLES are given in Appendix 1.1  
 2) Bunbury, Albany, Kalgoorlie, Northam & Narrogin are based on more than one SLA

1. The highest proportion of Aborigines relative to total population occurs in the Wyndham/East Kimberley SLA.
2. The lowest proportion is found in the combined SLAs surrounding Albany.

**FIGURE 9**

**POPULATION  
Projected Increases**



1) Data from 1986 Census of Population and Housing. Statistical Local Area(s) (SLA's). Base data TABLES are given in Appendix 1.1

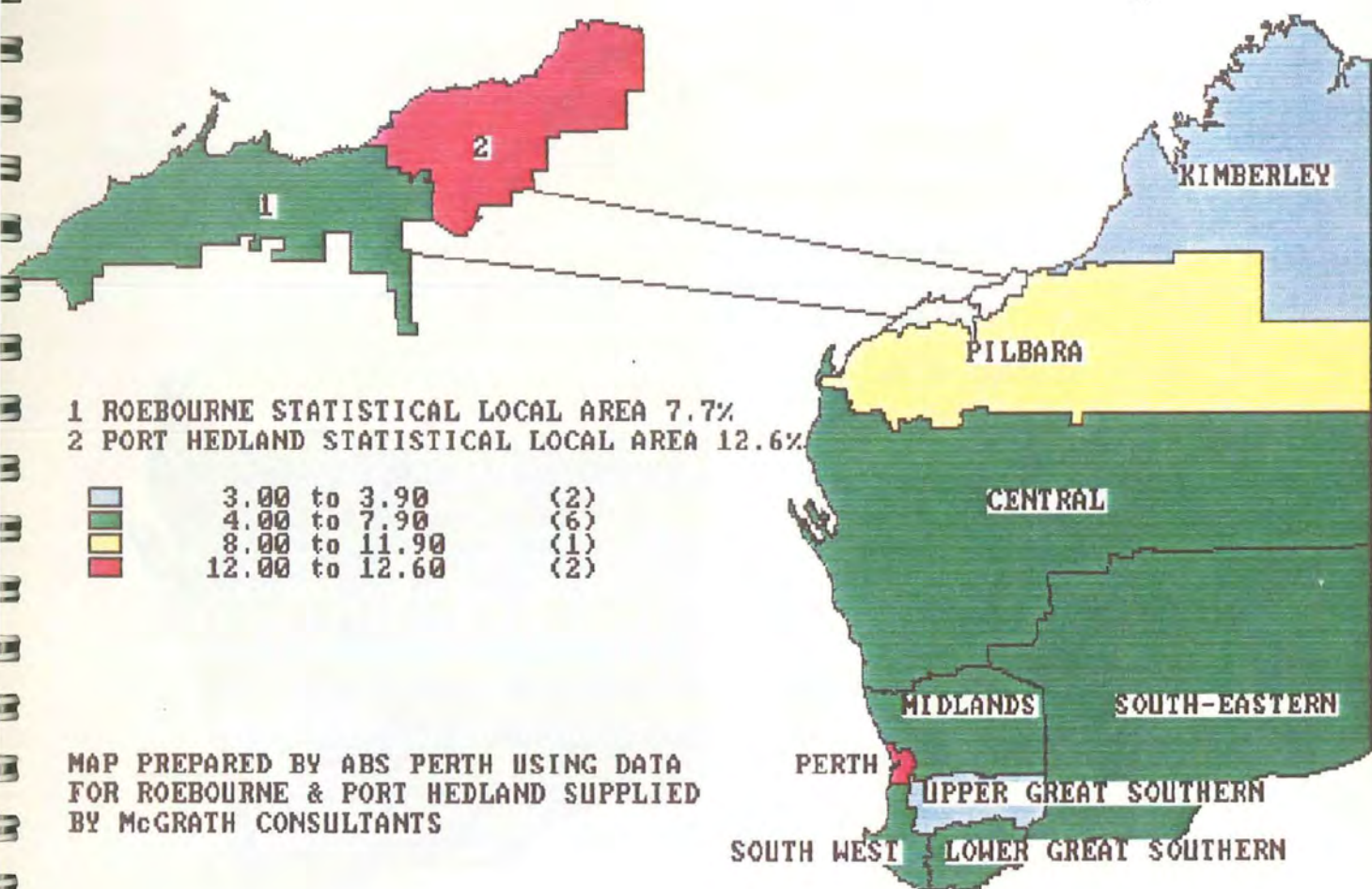
2) Bunbury, Albany, Kalgoorlie, Geraldton, Northam & Narrogin are based on more than one SLA

3) For explanation of ERP please see Appendix 1.2

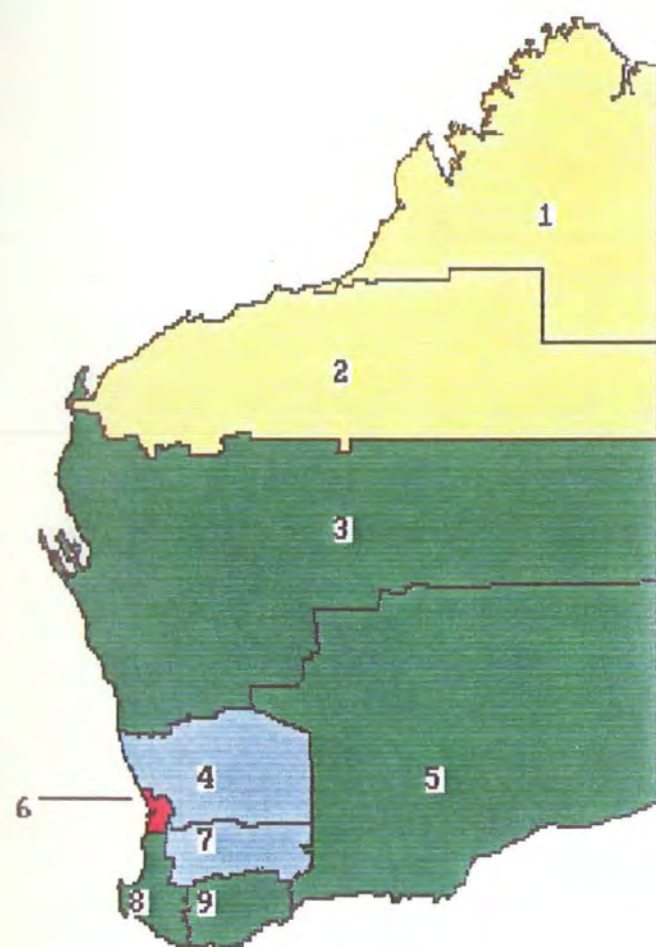


1. Narrogin is the only area investigated whose population is expected to decrease in numbers.
2. The Bunbury area population is expected to have the greatest population increase (outside the metropolitan area.)
3. Populations around Albany will increase but only marginally.

PERCENTAGE OF PEOPLE WITH A NON-ENGLISH SPEAKING BACKGROUND  
BY STATISTICAL DIVISION



AUSTRALIAN BUREAU OF STATISTICS - PREPARED USING CDATA 86  
 PERCENTAGE OF THE POPULATION AGED 15 AND OVER WITH DEGREES BY STAT DIVISION

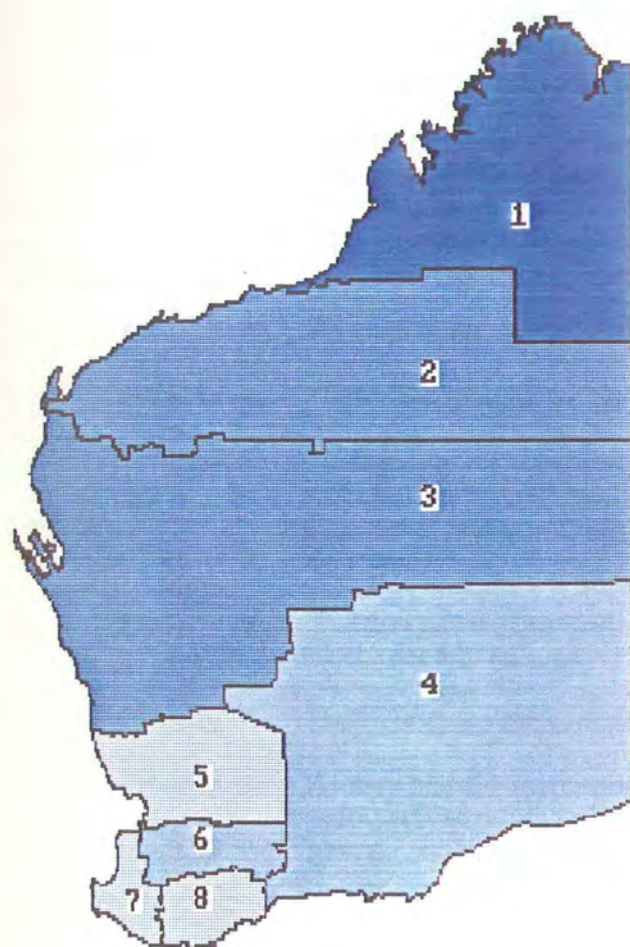


1	KIMBERLEY	4%
2	PILBARA	4%
3	CENTRAL	3%
4	MIDLANDS	2%
5	SOUTH-EASTERN	3%
6	PERTH	6%
7	UPPER GREAT SOUTHERN	2%
8	SOUTH WEST	3%
9	LOWER GREAT SOUTHERN	3%





	2	(2)
	3	(4)
	4	(2)
	6	(1)



**AUSTRALIAN BUREAU OF STATISTICS - PREPARED USING CDATE B6**  
**ABORIGINAL POPULATION AS A PERCENTAGE OF THE TOTAL POPULATION**  
**IN THE EIGHT RURAL STATISTICAL DIVISIONS**



1	KIMBERLEY	38%
2	PILBARA	8%
3	CENTRAL	9%
4	SOUTH-EASTERN	6%
5	MIDLANDS	3%
6	UPPER GREAT SOUTHERN	4%
7	SOUTH WEST	1%
8	LOWER GREAT SOUTHERN	3%

	1 to 3	(3)
	4 to 6	(2)
	7 to 9	(2)
	38	(1)

### 3.6 Priorities

Further programs are planned by the Edith Cowan University subject to the availability of funds. It is recommended that field investigations are conducted in all the following priority localities before decisions are made to commence further courses or programs. These investigations should include addressing the separate recommendations which are made in Chapter 4 and which are based on experiences in the Pilbara in 1991. These localities are in approximate priority order for investigation. However, relative need cannot be established with any certainty until the field work has been done. The bases for setting these priorities are complex. Factors considered are the size of the NESB and female populations; the size of the group who spoke a LOTE at home relative to the total population; the proficiency in English of LOTE speakers; the ages of the total population and of the NESB component; and the education, work experiences and incomes of adult women in each selected area.

- Priority 1** The Bunbury district including the nearby SLAs of Dardanup, Capel, Collie and Harvey: Courses for both NESB migrants and for adult women.
- Priority 2** The Karratha district including nearby mining settlements: both types of courses as above.
- Priority 3** Port Hedland and South Hedland: courses for both groups as above.
- Priority 4** Geraldton: course for NES persons, possibly Vietnamese language oriented.
- Priority 5** Katanning: This town is included only because of the Christmas Island population; it should not delay consideration of other areas because the strong likelihood is that courses different from those offered by the Universities may be required.
- Priority 6** The towns of Kalgoorlie, Boulder, Coolgardie and Kambalda: The more likely need in this area is for courses for adult women.
- Priority 7** Esperance: courses for adult women.
- Priority 8** Albany and the surrounding district: possible need for courses for both those who want to upgrade English skills because of a NES background and more general enabling courses for adult women.

## Recommendations

2. That the districts surrounding the towns of Bunbury, Karratha, Port Hedland, Geraldton, Katanning and Albany are considered in this priority order for the investigation of the need for access courses to higher education studies for adults of non English speaking background.
3. That the towns of Bunbury, Karratha, Port Hedland, Kalgoorlie, Esperance and Albany are also considered for investigation into the need for access courses for adult women.
4. That the preliminary investigation take the form of significant fieldwork in the towns concerned and that the recommendations contained in Chapter 4 are considered.

## Chapter 4

### PILBARA FIELD VISITS

The towns of Karratha and Hedland were visited in the latter half of June 1991 and again in mid August. The purpose of these visits was to ascertain whether there were sufficient people, chiefly of non English speaking background, who were interested in undertaking a bridging program to higher education studies. Pilbara towns were chosen because an examination of data based chiefly on the 1986 census indicated that there were considerable numbers of NESB people resident in the region; the region has one of the lowest higher education participation rates in the state (13.9 percent); and a parallel study being conducted by the Western Australian Office of Higher Education on access of disadvantaged people in rural/remote areas had targeted other areas in the State. It was considered advisable to investigate an area for this pilot program which was not being considered by the WAOHE study in 1991.

A secondary focus was on women of mature age. This did not result in large numbers of applicants, possibly because most of those who may have been interested were working either full time or part time. Similarly there was little response from males of NESB. The towns are characterised by good employment conditions. Most of the unemployed are younger people still living with their families. The transient nature of the communities results in mature people who are unemployed moving to other locations within the State or interstate to find work.

An advantage of both towns was the existence of independent Community Colleges which provide a focus for post school education and which are conducting ESL programs under the Commonwealth Government's "on-arrival" initiatives, the Australian Migrant Education Program (AMEP). The initial intention was to canvass interest also in the South East Statistical Division centred around the towns of Kalgoorlie and Boulder. Limitations of time and funds as well as the considerable interest shown by people in the two Pilbara towns led to the decision to defer further investigation of the Goldfields towns.

### Pre Selection Strategies

The first visit by the research officer to the Pilbara resulted in some forty expressions of interest in Karratha and in excess of thirty in the South Hedland/Port Hedland district. It was subsequently decided that this number of people would provide a good base from which to choose sufficient capable students for one or two ten week courses of 200 hours each. At the conclusion of the course it was expected that students would sit the Alternative Test of Adult Admission which would provide access to universities in Western Australia provided that a sufficient aggregate mark was achieved on this test.

The 70 expressions of interest included in excess of 60 females of mature age all but seven of whom were of NES origin. Interested people were contacted through a variety of methods. The most productive was via personal contact with existing ESL students at the Colleges, and contact with significant persons within the various ethnic groups. Contact was also made with community health counsellors and the Shires of Roebourne and Port Hedland. A list of contacts made is contained in Appendix 2. Publicity also included newspaper advertisements in local papers and radio and television advertisements. Brochures were produced by the Edith Cowan University for distribution to interested people by the local Colleges and by DEET. Details are given in Appendix 3.

These advertisements do not appear to have been particularly fruitful. This may have been partly because of the short period between their appearance and the requirement to register interest. This was necessary because the contact points were located within the two colleges and first semester vacation occurred less than a week after the announcements. The local offices of DEET were also involved in advertising the course on North West Radio. Further, Edith Cowan University was not prepared to make a decision to assess potential students until sufficient interest was apparent. The University was prepared to canvass support in another region if interest was not sufficient. Because of the need to commence a course by early September, no further time was available for people to make this initial decision. Deadlines for each aspect of the survey and the proposed course are contained in Appendix 4. More time should be allowed in future between any publicity and personal contact and the deadline for expressions of interest.

Further strategies should be utilised in seeking expressions of interest in the light of the Pilbara experience. The University must be satisfied that there is sufficient interest in a bridging program before it is willing to undertake the expense of assessing and interviewing students. At the same time it needs to decide if the expressions of interest are based on a realisation by the applicants of the need to allocate considerable time to the course and a "pre assessment" of likely competence. It is suggested that intending applicants be given an application form which requires them to provide some basic details and should include the requirement to write a paragraph about themselves. While not sufficient for any real assessment (applicants may seek help in the completion of these requirements) it would at least be a measure of their motivation. It would also ensure that those who may not need to sit the ATAA can be identified and alternative suggestions made to them. Among the applicants in the Pilbara were a few people who already had qualifications from overseas countries which may have given them entry to tertiary courses. Some had attempted to have these assessed but others had not.

## **Community Involvement**

Publicity would be effective if more efforts were made in the future to involve the community. The community should be more aware of the needs of its component members and the ways in which providing institutions can support people in the realisation of their goals. An aware community is then a local source of expertise for individuals and can help them to develop their goals and to widen their horizons. When targeting a course to people of NESB the "community" reduces to the various ethnic associations, to the employers of individual members, to the other services providers, particularly the local education institutions, and to any other significant high profile individuals who are involved with this disadvantaged group. This was the approach taken during the first visit to the Pilbara.



However, as this takes time, it is suggested that, if future programs are planned, the initial visit by a University representative should concentrate on identifying a suitable person within the community who is prepared to undertake the task of informing the community of proposals and options. Time available to the representative of the University should be spent providing this link person with everything that is necessary to undertake the recruitment task efficiently. Because a commitment of time and expertise is required, the link person should receive appropriate remuneration. A suitable period of time should elapse between the first visit of University staff and any assessment of potential students. During that period, time will be devoted to the "pre selection" of applicants as suggested above.

If a wider target group is contemplated, then sufficient time to foster this community awareness is even more important. If people in a local area are truly aware of what is proposed and have had some input to modifications of the proposal then there will be a greater sense of ownership and commitment to the achievement of the aims of the program.

## **Availability of Teachers and Staff Development**

It was necessary to investigate whether there were suitable teachers resident in the towns who were able to teach the course. The alternative would have been to appoint teachers from outside the areas. Budgetary considerations would have made this difficult. It cannot be expected that fully trained ESL teachers will be available in remote areas. In the case of Pilbara towns only one such teacher was available and this person was already committed to a teaching and co-ordinating rôle. No decision was made about teaching staff until class numbers were known. In Karratha a suitable teacher was available in the town. However, as all ESL staff would readily admit, there is a need for further staff development of teachers who are professionally isolated and have ESL skills as a result of their experience without necessarily having had training to support this experience. Staff from the Edith Cowan University conducted a short session with ESL staff in both towns. This introductory experience needs to be built upon so that a core of skills can be developed within a locality. The transient nature of residents in Pilbara towns has been documented elsewhere. Without this reservoir of skill, the teaching of ESL classes may have to rely on the willingness of teachers without any specific background and training to fill the gaps.

## **Childcare**

The University was also prepared to provide financial support for childcare if this became necessary and transport costs for students without private vehicles. As only the town of Karratha had sufficient eligible students for the University to offer a program, childcare costs were contained within the University budget allocation. It is worth noting, however that had a second course been offered in Hedland, the numbers of female students with small children would have resulted in the University being able to only partially support childcare costs. Students who receive benefits such as Formal Training Allowance or AUSTUDY through DEET would have been able to claim fee relief. Others (and this would have included all but two of the students who were tested) would have been unable to access any form of assistance other than University funds. The application form which was suggested above should contain details of childcare requirements. This would enable the University to pre-budget for likely costs.

## Discussions with Major Employers

An attempt was made to talk with major employers who were likely to have significant numbers of NES employees. It was intended that if employers were interested, the possibility of releasing employees for the period of the course would be discussed. In that event it was hoped that employees would be supported by their employer under Training Guarantee arrangements. A list of major employers who were contacted is contained in Appendix 6. No employer considered that any of their employees would be interested in such a course. Most indicated that:

- their staff could all speak English sufficiently well so as not to need further studies.

OR

- they did not employ staff of NES background.

OR

- their NES staff were all employed in an unskilled or semi skilled capacity and had no aspirations towards further education.

It is believed that not sufficient thought and effort was given to this aspect of the investigation. If further surveys are conducted, efforts must be made well before any proposed course to interest major employers in the benefits to themselves of a staff development exercise such as a bridging program to higher education for their employees. Initiatives such as speaking to the local Chamber of Commerce or similar employer organisation could be planned. Alternately the University might investigate ways to provide an English in the Workplace Course (EIWP) at a level more suited to higher education entry than similar EIWP courses already undertaken. As detailed below, the students at Karratha were all female and only one of them was classed as being in the workforce. (She was unemployed and on Unemployment Benefits). The final lists of interested students included only one person who was known to be working in a full time capacity. However, as can be seen below, a number of those who indicated interest did not attend the assessment and interview sessions.

## College Involvement

The course was to be funded directly from Edith Cowan University and it was therefore necessary to ascertain whether the independent Colleges would be prepared to host the courses and whether they would co-ordinate arrangements such as the collation of likely student numbers. Both Colleges indicated their willingness to be involved in any way they could help. The comments under community involvement and participation are relevant to the local independent Community Colleges in the case of the Pilbara region and to a local education institution if another locality was chosen for any future courses.

## **Results of Tests and Interviews**

A second visit to the Pilbara towns was made by staff of the Institute of Applied Language Studies and by the research officer in mid August. From the 23 people who sat the test of English proficiency in Karratha, 13 were accepted for entry to the course. In the Hedland district, 17 people sat the test and were interviewed. As only nine of these were acceptable the decision was made that there were insufficient numbers to constitute a viable course group. Discussions were held between the Hedland College and the University on ways of supporting, through external studies, the students who were prepared to try for the ATAA in November.

### **TAFE Support for People of NESB who wish to further their Education**

Discussions were held between the research officer and TAFE personnel as to ways that TAFE might be able to help, particularly with those students who were unsuccessful in gaining entry to the course because their competence in English was below standard. The AMEP is administered in TAFE by the Adult Migrant Education Service. It is fully funded by the Commonwealth Government through the Department of Immigration, Local Government and Ethnic Affairs (DILGEA). The advice received was that funds were fully allocated to ongoing initiatives in 1991 but, if it were possible, the situation of students in the Pilbara would be considered in 1992.

DEET funds (Commonwealth Government) are also channelled through TAFE for the Migrant Advanced English Program (MAE). Courses include English for Academic Purposes (EAP), English for Occupational Purposes (EOP) and Job Oriented Migrant English (JOME). These courses provide for migrants who have progressed beyond the levels of the Adult Migrant Education Services (AMES) courses and partly overlap the courses offered at the Claremont Campus of Edith Cowan University. However, some students follow the path of AMES (on arrival) courses, MAE courses and then bridging programs at Edith Cowan or Curtin University leading to mature age entry.

Indications from the MAE Program staff were that financial difficulties had resulted in these staff being unable to consider an expansion of their current program beyond the metropolitan area.

External studies through TAFE was another possible avenue examined. TAFE offers two or three non examinable subjects in English for foreign students. It is understood that at least one of these units is under revision. Views of the current unit content of English 1L (for NESB students) indicate that it is outdated and not relevant to student need. It has also been suggested to the research officer that the gap between English 1K (which is not specifically for NESB students but is sometimes taken following English 1L) and the beginning Communications unit common to many TAFE Diploma courses, is too wide for NESB students to bridge. In summary, then, units are available through the TAFE External Studies College but they are not considered relevant to student need in this instance.

The final aspect of TAFE offerings which was explored, in an effort to provide support to Pilbara students with aspirations to tertiary study, were programs offered by the Adult Literacy Branch. Staff there visit most areas of the State on an annual basis and provide a range of services to adults with poor literacy skills. An officer of the Literacy Branch visited the Pilbara in September and had discussions with staff at the two Colleges. It is possible that the Branch will be able to provide the students in one of the towns with some form of support in 1992 which can advance their reading and writing skills beyond the level currently provided by the AMES (on-arrival) courses offered by both Colleges.

The research officer and other staff of the University who were involved in assessing and interviewing students considered that there was a need for programs in English as a Second Language which went beyond the on-arrival level programs offered by the Colleges in the Pilbara. These programs are offered in the metropolitan area but funding limitations do not allow these courses to be available outside Perth in Western Australia.

## **Financial Support for Students**

Discussions were held with the Department of Employment Education and Training concerning the maintenance of financial support for students who needed it. When the successful students were chosen in Karratha, there was only one applicant who required such assistance. As she had been registered for employment for a year there was no problem in providing her with a training allowance. However there were concerns that there might be students who were not in the workforce and had not registered for employment at all or who had registered less than six months before the commencement of the course. It is recommended that this matter be followed up with DEET. It is considered that an inequitable situation exists when DEET considers the target groups to be disadvantaged but at the same time judges them to be the same as all beneficiaries in that they cannot access training under the JOBTAIN program until six months have passed. Alternatively, as they are students, consideration should be given to seeking approval of the course under the AUSTUDY scheme. The problem could well be a concern in any further programs which the University hopes to offer in 1992 and beyond. The advantages of the AUSTUDY approach would be that there is no waiting period after applying for these allowances. However there are some disadvantages in that those who do not qualify under the means test for allowances are also not eligible for ancillary costs.

## **Other Disadvantaged People**

Because of time constraints and other factors concerned with the nature and content of the course, the second group of disadvantaged students which was to be targeted in the survey, namely women, did not receive the same emphasis in pre-course publicity as was accorded to people of NESB. As a group, women are generally more difficult to contact. Publicity such as radio, TV and newspapers, as indicated above, does not appear to be particularly effective as a way of making contact. Several mature women who were native English speakers did express interest in the Pilbara proposals but only two appeared for testing and interview. One way to overcome the problem if any future courses are offered in the Pilbara would be to widen the target group to include all residents of the townships.

Addressing the special requirements of NESB people, while at the same time offering a course to the general population, is not considered to be feasible within the constraints of a ten week program. However, within a longer program, there may be scope to provide a shorter course leading to the ATAA for those of English speaking background in the second half of a 16 week program (semester length). The program could also be widened to provide awareness of tertiary study components, elements related to increasing the self esteem of participants and knowledge of current issues. NESB people living in rural and remote areas have frequently had little exposure to the political and contemporary concerns of Australians especially at the national level. Depending on the composition of the student group it may be appropriate to include content of this nature in a course of expanded length such as is proposed.

## Recommendations

It is recommended that

5. The Edith Cowan University consider the following modifications to strategies related to the investigation of interest in a bridging program in a particular local area:
  - allow approximately three months before the expected commencement date of a program to gauge the interest of potential students in the proposal.
  - appoint a local liaison officer whose task would be to investigate interest in a program with local community groups, employers and education institutions. This person should be paid by the University. They may be located in a local education institution by mutual agreement but should not have other tasks at that institution which would take precedence over the task of investigating interest in the course.
  - an application form be designed by the University which should include information about the potential student and preliminary evidence of the applicant's competencies.
6. The University provide a brief to the liaison officer, recommended above, which includes an emphasis on:
  - strategies for local community involvement.
  - publicity with employer groups.
  - involvement of local education institutions.
7. The University provide support for appropriate initiatives taken by local education institutions concerning professional development of ESL staff.
8. The University should also provide support to efforts by rural education institutions to "bridge the gap" between courses currently offered for ESL students and entry levels for bridging programs to university studies.
9. The University continue discussions with DEET on the most appropriate form of financial support for students and in particular consider whether it is advisable to seek approval for courses leading to the ATAA under AUSTUDY.
10. That consideration should be given by the University to efforts to involve other disadvantaged groups, particularly mature women and males from rural areas. This would require a re examination of the structure and content of the course.

## **Chapter 5**

### **REPORT**

#### **Bridging Program**

**Karratha, September-November 1991**

(The information contained in this chapter has been kindly provided by staff of the Institute of Applied Language Studies (IALS) of Edith Cowan University who were responsible for the bridging program. Some comments have been added by the writer of this report but they are broadly in line with conversations held with university staff. Many of these comments have been foreshadowed in the previous chapter on field visits to the Pilbara which was completed before the commencement of the course.)

A bridging program commenced in Karratha in early September and concluded on the 5 November 1991. Thirteen people enrolled in this course. All participants were of non English speaking background and were adult females. It was not considered highly likely that all students would reach a standard sufficient to successfully sit the Alternative Test for Adult Admission (ATAA) for entry to higher education courses in Western Australia. However it was hoped that a core of the students would be successful and that the remainder would have significantly improved their chances of successful participation in courses at the Technical and Further Education level which could be undertaken at the independent Karratha College run by the Ministry of Education.

Chapter 4 outlined a significant interest in the program by town residents although only a proportion of those who had indicated interest presented themselves for testing. Chapter 4 also noted that there was not sufficient time allowed for preliminary investigation into the need for an access program and indicates a concern about the length of the proposed course. However the need to run what was a pilot program in 1991 and the willingness of Edith Cowan University to offer the first access to higher education bridging program outside the metropolitan area to people of non English speaking background must be commended.

Of the thirteen original participants, eight decided in the first three weeks that the course was too advanced for them and returned to the part time AMES program which continued to be offered by Karratha College. Of the remaining five students two left the course, both for reasons connected with events in Eastern Europe. One of these returned home to be with family. Two of the students sat the ATAA on 6 November. The third, although completing the course, elected not to sit because she considered that she was not ready to do so.

The course was intended to be ten weeks in length. Various factors intervened to limit the effective length to seven weeks. The ATAA was brought forward by one week; there was a College vacation of two weeks; and although the original intention had been to work throughout this period, the need for child care and school holiday care made this impossible. In the last week of the course the teacher was unable to continue for personal reasons and a lecturer was relocated from the IALS in Perth to complete the tuition for the students. All concerned, both staff and students, agreed that this reduced time was insufficient to achieve the level of competence required to sit the ATAA.

## **Constraints on Courses Offered in Remote Areas**

### **Isolation**

The isolation of towns such as Karratha has been previously detailed. This isolation is evident in many aspects of students' life situations. Migrants who arrive in Australia and move to a town such as Karratha do not have a knowledge of current affairs. If, as is the case for some of them, they have come straight from rural areas in their own countries, they have little general knowledge. Their understanding of Australian government institutions or of the political process may well be deficient. As the group which was targeted did not have significant previous education experience they were also ignorant of the requirements for tertiary study. It must be stressed that this latter subject was discussed with students at the time they were being assessed and interviewed. However it is only when the pressures of full time study are experienced that the full import of the requirements become clear. It is true that all adults returning to study, after a break, experience these pressures. The students in question in Karratha did not have the support of a large body of peers and the resources of an institution of higher education to call upon. There may have been a lack of support from their community and families. The latter comment cannot be substantiated but it is true that neither university staff nor the research officer who undertook the needs analysis had the time to contact families. No in-depth contact occurred with community representatives. Although a lack of support by the families and communities of students may occur in all locations, metropolitan as well as rural, and may not be a factor specifically limited to remote locations it remains a concern when considering whether to offer a course for disadvantaged people. This whole matter of eliciting community support has been covered in Chapter 4.

### **Population size**

In a population group the size of that of Karratha the numbers of potential students will be necessarily small. At the time when students are being selected there will be pressure to accept enough students to justify running a course. The solution may well be to widen the target groups. The information sheet used in the field work described in the previous Chapter targeted all disadvantaged groups. However, time constraints resulted in personal contacts with only two of these groups. This approach in turn creates its own problems because the needs of disparate groups of students dictate a more complex set of study offerings than that required by just one group of non English speaking background. But if by widening the target groups, a student body of well motivated, potentially capable people without other serious distractions can be assembled, then the problem reduces to providing appropriate course content, which may have a common core, and other alternatives to be undertaken by different groups within the student body. Experienced and flexible teachers would be needed to run such a program.

### **Lack of middle level courses**

In the Perth metropolitan area there are a number of courses<sup>1</sup> available to students at the 'on arrival' and Migrant Advanced English (MAE) levels which lead in turn to a three level program of preparation for academic studies which is offered at Edith Cowan University. Other programs of academic preparation are offered by both Curtin University and the University of Western Australia. Outside the metropolitan area, part time classes at the lower levels of the Adult Migrant Education Program are offered in a small number of rural locations which include Karratha. What is missing are courses, at a level beyond basic

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<sup>1</sup> Details of courses available are contained in Appendix 7.



English, for migrants of non English speaking background who have a command of basic functional English and who wish to proceed to further studies. An internal report for the Institute of Applied Language Studies on the Karratha course makes this point:

*Linguistically, many of the students are not ready to tackle ATAA. It would seem that an extended middle phase is needed, similar to MAE or ECAPP<sup>1</sup> in Perth. Over a period of months students would be able to improve their language skills and to get into the way of studying. Problems of numbers or finance may make a course difficult to run, but it would seem an essential bridge for the majority of potential ATAA students in Karratha.*

It is highly likely that any rural area chosen as the site for future courses of the type offered to Karratha students would find that the same situation existed. Even in the metropolitan area with its much greater population from which to draw, few students attempt the English for Academic Purposes (EAP)<sup>2</sup> program at Edith Cowan University without having had significant prior preparation either in lower level courses or via appropriate higher education qualifications from their country of origin. Solutions include the possibility that Edith Cowan could offer a lower level course in addition to the ATAA course; another is that funds are found to extend the MAE level courses run by TAFE to rural areas; a third is that Edith Cowan may develop self access packages to be used by students over an extended period with tutorial support. A course might then include a beginning full time component followed by individual study on self access materials and concluded by a further full time component.

A different approach to a self access package could be that taken by the Department of Aboriginal and Intercultural Studies of Edith Cowan University in their offerings for Aboriginal students. As part of their selection process for bridging programs, students undertake an enrolment unit of four weeks' duration. This involves the completion of a workbook and is designed to further assess student competencies and, more important, their motivation and willingness to complete tasks without supervision. Because they are not enrolled as students of the University until they successfully complete this unit it removes the need to go through the complicated and lengthy process of formal enrolment until they have given some indication of their likelihood of persevering in tertiary studies. This is not dissimilar to the proposal outlined in Chapter 4 which discussed strategies for selection of students.

### **Provision of Appropriate Teaching Materials**

Materials were supplied to the course in Karratha by the Edith Cowan University. It was quickly realised that the spread of student competencies was such that a wider variety of teaching materials was needed particularly in the area of awareness to Australian culture. However a more appropriate course presentation as a response to observed difficulties experienced by the students may have minimised the number of students who left the course. In a large institution this problem may not have occurred because of readily available alternative materials and the existence of peer support groups for both students and staff. Organisers of future courses in remote areas should be aware of such potential problems. The use of electronic communications which are mentioned in the succeeding paragraph is one way of overcoming the tyranny of distance.

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<sup>1</sup> English Course for Academic and Professional Purposes.

<sup>2</sup> English for Academic Purposes - the advanced level of bridging program offered to migrants at the Edith Cowan University.

## **Professional Development of Teachers**

It is unrealistic to expect that the smaller population centres in rural areas will have access to qualified ESL teachers particularly with experience in teaching adults at the level of English language skills required for tertiary entry. When a lack of experience is allied to a limited availability of appropriate teaching materials, or to the inexpert use of available materials, and a wide diversity of student competence, the need for significant programs of professional development becomes all important. This precourse preparation of teachers should be supported by in-course advice and regular visits by course organisers. A team teaching approach between local teacher and visiting lecturer/adviser is one strategy which would benefit both the students and the teacher. This ongoing support and advice should be supplemented with as wide a range of teaching materials as possible. It is generally accepted that second language teaching does not lend itself to distance learning very well but there are devices such as on-site facsimile machines and the occasional audio hook up with both students and staff on metropolitan campuses which could help to break down the sense of isolation - the feeling that both the teacher and the students are 'out on a limb' - which is common to all students and staff who work and study in remote areas. These ideas are not new and the innovations of the Learning Network Centres, one of which has been recently set up in the Kimberley, include these approaches. Funds should be budgeted for this.

## **Course Content**

The internal report from a staff member of IALS, which was mentioned above, refers to "the students' poor grasp of issues and current affairs" and recommends that the student group "tries to improve its knowledge of current affairs by daily reading and reporting on the newspaper." Ignorance of issues in Australian contemporary life has been previously mentioned. Other content matters are a matter for professional decision. If the exigencies of the particular local situation dictate that a wider target group is contemplated, then the content of any course must be formulated accordingly. The approach to be taken is again a matter for professional judgement to be taken by both the higher education institution and by an experienced and flexible teacher. However, the development of a core of studies for all students with a number of options based on the disparate needs of the group is one strategy to be considered. The feasibility of this approach is a matter for professional consideration. The length of the course is also a factor because the longer the time available to complete the course the more flexibility in course content and approach is possible. A further suggestion which has been discussed in Chapter 4 is the importance of community involvement in the structure of the course. Although the maintenance of standards is the proper function of the institution offering the course, efforts should be made to involve the community in the selection of course content and to generate a sense of commitment and ownership of the program by them.

## **Costs**

Many of the above approaches have cost implications for the efficient running of programs, particularly in remote areas. One of the major purposes of this report has been to recommend on the location of future programs and to indicate likely successful strategies based on an examination of need and on the progress of the pilot program in the Pilbara region of Western Australia. Although cost will always be a limiting factor, careful consideration of the issues outlined should be made when framing budgets. In summary: it is not cheap to run a good course.

## **RECOMMENDATIONS**

A number of the recommendations made in Chapter 4 have been further strengthened by an examination of the evidence with relation to the conduct of the pilot bridging program in Karratha. In particular, point 3 of recommendation 5, and recommendations 7, 8 and 10 should be noted.

### **11. The provision of middle level courses**

In addition to supporting local initiatives by post school institutions in rural areas (Rec 8)

- the Edith Cowan University consider directly offering pre-bridging component courses to students in rural areas where a need has been established.
- the University discuss with the Technical and Further Education sector of Western Australia the extension of MAE level courses to selected rural areas of the state.
- the University also explore the possibility of offering a mixed mode course which could be a combination of full time class contact and part time external study with tutorial support.

### **12. Professional development of teachers**

Further to university support being provided to local initiatives (Rec 7)

- the Edith Cowan University build into their strategies for pre course preparation a significant component of professional development for all teachers of bridging programs according to the needs of the particular situation.

### **13. Professional and materials support for students**

Further to recommendation 10 (widening the client group for courses to include other disadvantaged groups)

- the University budget for a wide variety of teaching materials to be made available to students in courses in rural areas.
- the use of electronic communications be explored both for the speedy dissemination of these materials and for ongoing support to both local staff and students.

### **14. Length of Course**

- That the length of future bridging programs be assessed in the light of recommendations 8, 10 and 11 and that class contact hours be established which are sufficient for students to have a reasonable chance of success in achieving the required level of competence.

### **15. Budget**

- the University should carefully consider the allocation of funds for future courses in the light of the real costs of mounting programs of this nature in rural and remote areas.



## Chapter 6

### CONCLUSIONS

The demographic survey of thirteen selected localities in Western Australia has shown that in all the sub categories of population examined, the city of Bunbury and its immediate environs have more potential for the mounting of study programs than elsewhere in the State outside the metropolitan area. However other rural towns are also worthy of consideration and, subject to improved field work strategies based on the recommendations in Chapter 4, they may also be candidates for different types of programs. The investigation of the demography of rural areas was based in large part on the results of the 1986 census. The dated nature of this information and the need to use surrogate variables to estimate likely population categories make it imperative that this information is used in conjunction with field work analyses of the situation in each area. Preliminary data from the 1991 Census will be available later in 1992. A comparison of 1991 Census data with that collated in this report would be useful. There are other rural concentrations of population within the State which were not covered, namely, Busselton, Broome and Manjimup as well as the near metropolitan areas around Mandurah and Pinjarra. Further investigation may show that these areas have unmet needs.

Strategies for the improved selection of students have been outlined and recommendations made for the more effective and more relevant development of courses for adult students who come from disadvantaged backgrounds. Further investigation into useful strategies for the evaluation of courses and programs is required. These evaluation strategies should include a coherent approach to the selection of students and student and community perceptions. Evaluation procedures should be outlined to all concerned.

A number of issues concerned with the concept of equity have been touched upon in various sections of this report, notably in the literature review. There are inevitable tensions between the twin requirements of equity in enrolment and participation in higher education and the need for excellence in outcomes. Selection procedures and support arrangements for students are at the heart of this dilemma.

The current pressures on enrolments in higher education inevitably lead to the upgrading of entry levels required for all students commencing courses. In such a climate the non standard educational prerequisites may be given less consideration by universities than has historically been the case. It is argued that a concern with equitable access requires a continuation of all alternative modes of entry including a continuing effort to refine and improve selection procedures. This report has been concerned with the access of disadvantaged groups to higher education and has specifically concentrated on mature age people. By definition, these potential students must look to matriculation entry modes which are other than Tertiary Examination Entry (TEE) aggregates. The report outlines some difficulty in establishing, from available statistics, the actual numbers of mature age people who gain initial entry to higher education courses and suggests that future statistics show specifically how many of these applicants gained entry to undergraduate courses by age, type of entry, sex and ethnic background.

The need to encourage success in studies for students who have commenced courses requires support mechanisms particularly for those disadvantaged categories of students who have been admitted under alternative entry provisions. It is argued that this group includes all mature age people and those who are studying in the external mode. Institutions of higher education have evolved in a climate where only a small proportion of the population aspired to study there. They have been characterised by an emphasis on society's traditional values and attitudes. The population cohort which has been the subject of this report has been outside mainstream society and will necessarily have difficulty with some of the values for which the university stands. Support is needed for such students to enable them to confront problems posed by these established values and ways of thinking. In the process of gaining their qualifications, their own values may undergo modification but at the same time the mainstream culture of the university cannot remain unchanged. Higher education should be about this growth and development which should lead, in time, to a modification of society's attitudes. Successful adaptation to change is the hallmark of a dynamic society.

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## **APPENDICES**

## APPENDICES

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## Appendix 1.1

### Notes:

1. Total Population:

1986	Population is taken from Census night information.
1991	Population is a projection based on Estimated Resident Population in 1986. (See Appendix 1.1 A.)

2. Terms used:

SLA	Statistical Local Area
(N)ESB	(Non) English speaking background
LOTE	Languages other than English
N/S	Not stated
NILF	Not in the Labour force

## Appendix 1.1 A

### 1.0 Port Hedland Statistical Local Area

1.1 The Port Hedland SLA includes the towns of Port Hedland and South Hedland.

1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines.

### TOTAL POPULATION

Population: 13 241(1986) 14 187 (1991)

TABLE 1

### ESB and NESB Populations, by Age and by Sex

Age	ESB		NESB		Total	
	M	F	M	F	M	F
0-14	1 921	1 776	91	88	2 012	1 864
15-24	1 056	932	110	108	1 166	1 040
25-54	2 754	2 163	661	463	3 415	2 626
55+	527	428	92	68	619	496
Sub Total	6 258	5 299	954	727	7 212	6 026
Total	11 557		1 681		13 238	

Totals exclude N/S.

# *NON ENGLISH SPEAKING BACKGROUND*

TABLE 2

**NESB Population: Language Other than English Spoken at Home, by Sex**

Language	Male	Female	Total
European	213	153	366
Asian	60	60	120
Total	273	213	486

"Other", NS, and population aged 0-4 have been excluded.

TABLE 3

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Total
Uses English only	284	177	461
Uses other Languages but Speaks English Well Very Well	480	356	836
Speaks English Not Well/Not at All	80	100	180
Total	844	633	1 477

**WOMEN**

**TABLE 4**

**Age Left School, by Sex (Age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	3 357	2 674	6 031	44
17	703	645	1 348	49
18-20	403	259	662	39
21+	74	43	117	37
Total	4 537	3 621	8 158	44

**TABLE 5**

**High School Completion, by Sex (Age 15+)**

High School Completion	Male	Female	Total	Percentage of Females
Likely #	1 180	947	2 127	47
Unlikely	3 357	2 674	6 031	44
Total	4 537	3 621	8 158	44

# Those who left school at 17+ have been taken as "likely" to have completed school.

Excluded from this table are those still at school, those who did not go to school and N/S.

**TABLE 6**  
**Qualification, by Sex (Age 15+)**

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	263		126		390		32
Diploma	120		143		263		543
Trade	1 319		77		136		6
Other	557		659		1 216		54
Not Qualified	2 385		2 666		5 051	*	53
Total	5 201	43	4 164	24	9 365	35	44

Totals include N/S.

\* 54 percent.

**TABLE 7**  
**Labour Force Status, by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	4 066	1 932	5 988	32
Unemployed	299	203	502	40
Not in Labour Force	625	1 836	2 461	75
Total	5 199	4 165	9 364	44

Totals include N/S.



TABLE 8

**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male	Female	Total	Percentage Female
<9 000	3	70	73	96
9 000 - 15 000	8	42	50	84
15 001 - 22 000	11	22	33	67
22 001 - 32 000	26	15	41	37
32 001+	13	11	24	46
Not stated	8	35	43	81
Total	69	195	264	74

**ABORIGINES**

TABLE 9

**Aborigines and Torres Strait Islanders, by Age and by Sex**

Age	Male	Female	Total	Percentage Female
0-14	299	258	557	46
15-39	295	351	646	54
40+	133	136	269	50
Total	727	745	1 472	51

TABLE 10

**Aborigines and Torres Strait Islanders  
Labour Force Status by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	160	95	255	37
Unemployed	113	52	165	32
Total Labour Force	273	147	420	35
NILF	133	291	424 *	69
Total	428	487	915	53

Totals include N/S.

\* 46 percent of Aboriginal population.

### **Qualifications of Aborigines**

One hundred and eighty one Aboriginal people or 7.1 percent in the Pilbara Statistical Division have some form of qualification. TABLE 6 shows that the comparable figures is 35 percent for the general population in the Port Hedland SLA.

### **Income of Aborigines**

Incomes of Aborigines are generally below those of the general population. Sixty seven percent of the Aboriginal population in the Pilbara Statistical Division have incomes below \$9 000 per annum. The equivalent for the total population of Port Hedland with dependent children is 3.7 percent .

## Appendix 1.1 B

### 1.0 Roebourne Statistical Local Area

1.1 The Roebourne SLA includes the towns of Karratha, Wickham, Dampier and Roebourne.

1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines.

#### *TOTAL POPULATION*

Population:            16 704 (1986)                      17 511 (1991)

TABLE 1 1

#### ESB and NESB Populations, by Age and by Sex

Age	ESB		NESB		Total	
	M	F	M	F	M	F
0-14	2 216	2 252	45	50	2 261	2 302
15-24	1 335	1 160	58	55	1 393	1 215
25-54	3 996	2 981	555	371	4 551	3 352
55+	471	402	66	31	537	433
Sub Total	8 018	6 795	724	507	8 742	7 302
<b>Total</b>	14 813		1 231		16 044	

Totals exclude N/S.

#### *NON ENGLISH SPEAKING BACKGROUND*

TABLE 12

#### NESB Population: Language Other than English Spoken at Home, by Sex

Language	Male	Female	Total
European	259	200	459
Asian	66	28	94
<b>Total</b>	<b>325</b>	<b>228</b>	<b>553</b>

"Other", NS, and population aged 0-4 have been excluded.

TABLE 13

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Total
Uses English only	278	178	456
Uses other Languages but Speaks English Well Very Well	398	260	658
Speaks English Not Well/Not at All	43	45	88
Total	719	483	1 202

Totals exclude N/S.

**WOMEN**

TABLE 14

**Age Left School, by Sex (Age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	4 525	3 482	8 007	43
17	986	845	1 831	46
18-20	479	250	729	34
21+	87	58	145	40
Total	6 077	4 635	10 712	43

TABLE 15  
High School Completion, by Sex (Age 15+)

High School Completion	Male	Female	Total	Percentage Female
Likely #	1 552	1 153	2 705	43
Unlikely	4 525	3 482	8 007	44
Total	6 077	4 635	10 712	43

# Those who left school at 17 have been taken as "likely" to have completed school.  
Excluded from this table are those still at school, those who did not go to school and N/S.

TABLE 16  
Qualification, by Sex (Age 15+)

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	282		139		421		33
Diploma	152		175		327		54
Trade	1 902		105		2007		5
Other	772		784		1 556		50
Not Qualified	3 049		3 422		6 471 *		53
Total	6 902	45	5 148	23	12 050	36	43

Totals include N/S.

\* 54 percent .

TABLE 17

**Labour Force Status, by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	5 468	2 360	7 828	30
Unemployed	342	344	686	50
Not in Labour Force	716	2 238	2 984	75
Total	6 526	4 942	11 468	43

Totals exclude population 0-14 years and N/S.

TABLE 18

**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male	Female	Total	Percentage Female
<9 000	6	82	88	93
9 000 - 15 000	8	45	53	85
15 001 - 22 000	9	18	27	67
22 001 - 32 000	24	12	36	33
32 001+	36	8	44	18
Total	83	165	248	67

## ABORIGINES

TABLE 19

### Aborigines and Torres Strait Islanders, by Age and by Sex

Age	Male	Female	Total	Percentage Female
0-14	190	172	362	48
15-39	275	221	496	45
40+	89	79	168	47
Total	554	472	1 026	46

TABLE 20

### Aborigines and Torres Strait Islanders Labour Force Status by Sex (Age 15+)

Labour Force Status	Male	Percent	Female	Percent	Total	Percentage Female
Employed	116	32	42	14	158	27
Unemployed	60	16	32	11	92	35
Total Labour Force	176		74		250	30
NILF	165	45	216	72	381 *	57
Total	364		300		664	45

Totals include N/S.

\* 57 percent of Aboriginal population.

### Qualifications of Aborigines

Seven percent of Aboriginal people in the Pilbara Statistical Division have some form of qualification. The equivalent percentage for the total population of Roebourne SLA is 26 percent (TABLE 16). It is assumed therefore that Aboriginal people in this SLA are much less likely to hold qualifications than other groups in the population.

### Income of Aborigines

Sixty seven percent of Aborigines in the Pilbara Statistical Division have incomes below \$9 000 per annum . The equivalent for the whole population of those with dependent children of the Roebourne SLA is three percent. Aborigines of Roebourne have very significant economic disadvantages when compared with the rest of the population.

## Appendix 1.1 C

### 1.0 Kalgoorlie Statistical Local Area Coolgardie Statistical Local Area Boulder Statistical Local Area

1.1 The Coolgardie and Kalgoorlie SLAs are clearly defined and within commuting distance of Kalgoorlie. The Boulder SLA, however, includes a large and sparsely populated area east to the Western Australian border. It is considered that the population numbers of the Boulder SLA outside the town environs of Boulder City and Kambalda are quite low. The town of Kambalda, included within the Boulder SLA is the only centre of population other than Boulder City itself and is clearly within commuting distance of Kalgoorlie. However, it is likely that the tables which follow contain slightly inflated statistics when considering the population within a reasonable distance from Kalgoorlie. (For the final version of this report it is hoped to undertake the mapping exercise referred to in the Introduction).

1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines.

### TOTAL POPULATION

Population:            28 270 (1986)            32 151 (1991)

TABLE 21

### ESB and NESB Populations, by Age and by Sex

Age	ESB		NESB		Total	
	M	F	M	F	M	F
0-14	3 712	3 551	43	50	3 755	3 601
15-24	2 959	2 423	74	49	3 033	2 472
25-54	5 837	4 686	537	389	6 374	5 075
55+	1 477	1 424	181	144	1 658	1 568
Sub Total	13 985	12 084	835	632	14 820	12 716
<b>Total</b>	26 093		1 512		27 605	

Totals exclude N/S.



# *NON ENGLISH SPEAKING BACKGROUND*

TABLE 22

**NESB Population: Language Other than English Spoken at Home, by Sex**

Language	Male	Female	Total
European	374	390	764
Asian	64	13	77
Total	438	403	841

“Other”, NS, and population aged 0-4 have been excluded.

TABLE 23

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Total
Uses English only	357	233	590
Uses other Languages but Speaks English Well Very Well	411	274	685
Speaks English Not Well/Not at All	43	67	110
Total	811	574	1 385

**WOMEN**

**TABLE 24**

**Age Left School, by Sex (age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	8 158	6 746	14 904	45
17	1 387	1 243	2 630	47
18-20	573	365	938	39
21+	95	30	125	24
Total	10 213	8 384	18 597	45

Excludes those still at school, those who did not go to school and N/S.

**TABLE 25**

**High School Completion, by Sex (Age 15+)**

High School Completion	Male	Female	Total	Percentage Female
Likely #	2 055	1 638	3 693	44
Unlikely	8 158	6 746	14 904	45
Total	10 213	8 384	18 597	45

# Those who left school at 17+ have been taken as "likely" to have completed school.

Excluded from this table are those still at school, those who did not go to school and N/S.

TABLE 26

**Qualification, by Sex (Age 15+)**

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	527		194		721		27
Diploma	198		235		433		54
Trade	2 211		142		2 353		6
Other	983		1 041		2 024		51
Not Qualified	6 319		6 704		13 023 *		51
Total	10 238	38	8 316	19	18 554	30	29

Totals include N/S.

\* 70 percent.

TABLE 27

**Labour Force Status, by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	8 317	4 012	12 329	33
Unemployed	729	430	1 159	37
Not in Labour Force	1 988	4 528	6 516	69
Total	11 452	9 337	20 789	45

Excludes population 0-14 years and includes N/S.

TABLE 28

**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male	Female	Total	Percentage Female
<9 000	17	209	226	92
9 000 - 15 000	14	127	141	90
15 001 - 22 000	23	51	74	69
22 001 - 32 000	27	24	51	47
32 000+	28	16	44	36
Total	109	427	536	80

*ABORIGINES*

TABLE 29

**Aborigines and Torres Strait Islanders, by Age and by Sex**

Age	Male	Female	Total	Percentage Female
0-14	276	304	580	52
15-39	425	354	779	45
40+	155	127	282	45
Total	856	785	1 641	48

TABLE 30

**Aborigines and Torres Strait Islanders  
Labour Force Status by Sex (Age 15+)**

Labour Force Status	Male	Percent	Female	Percent	Total	Percentage Female
Employed	173	21	73	13	246	30
Unemployed	128	15	52	92	180	129
Total Labour Force	301	36	125	22	426	29
NILF	235	28	313	56	548 *	57
Total	536		438		974	40

\* 56 percent of Aborigines not in Labour force.

### **Qualifications of Aborigines**

Five percent of Aboriginal people in the South East Division of Western Australia have some form of qualification. This compares with 30 percent of the total population of the combined SLAs - Kalgoorlie, Boulder and Coolgardie.

### **Income of Aborigines**

Sixty nine percent or 835 Aborigines in the South East Division have incomes below \$9 000 per annum. For the population of the three SLAs with dependent children only 105 families, or five percent, are in receipt of this level of income.

## Appendix 1.1 D

### 1.0 Esperance Statistical Local Area

1.1 The Esperance SLA comprises the town of Esperance and the surrounding agricultural region.

1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines.

### *TOTAL POPULATION*

Population:      9 556 (1986)                      10 837 (1991)

TABLE 31

### ESB and NESB Populations, by Age and by Sex

Age	ESB		NESB		Total	
	M	F	M	F	M	F
0-14	1 383	1 241	8	14	1 391	1 255
15-24	925	792	6	9	931	801
25-54	1 939	1 746	84	51	2 023	1 797
55+	597	603	34	23	61	626
Sub Total	4 844	4 382	132	97	4 406	4 479
<b>Total</b>	9 226		229		8 885	

Totals exclude N/S.

### *NON ENGLISH SPEAKING BACKGROUND*

TABLE 32

### NESB Population: Language Other than English Spoken at Home, by Sex

Language	Male	Female	Total
European	56	54	110
Asian	10	6	16
<b>Total</b>	<b>66</b>	<b>60</b>	<b>126</b>

"Other", NS, and population aged 0-4 have been excluded.

TABLE 33

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Total
Uses English only	79	40	119
Uses other Languages but Speaks English Well Very Well	41	40	81
Speaks English Not Well/Not at All	5	7	12
Total	125	87	212

Excludes N/S.

**WOMEN**

TABLE 34

**Age left School, by Sex (Age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	2 604	2 290	4 894	47
17	514	566	1 080	52
18-20	185	127	312	41
21+	17	9	26	35
Total	13 320	2 992	6 312	47

TABLE 35

**High School Completion, by Sex (Age 15+)**

High School Completion	Male	Female	Total	Percentage Female
Likely #	716	702	1 418	50
Unlikely	2 604	2 290	4 894	47
Total	3 320	2 992	6 312	47

# Those who left school at 17+ have been taken as "likely" to have completed school.

Excluded from this table are those still at school, those who did not go to school and N/S.

TABLE 36

**Qualification, by Sex (Age 15+)**

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	95		65		160		41
Diploma	110		136		246		55
Trade	626		58		684		8
Other	325		455		780		58
Not Qualified	2 490		2 279		4 469 *		51
Total	3 621	40	3 262	30	6 883	35	47

Totals include N/S.

\* 65 percent.



TABLE 37

**Labour Force Status, by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	2 658	1 457	4 115	35
Unemployed	277	193	470	41
Not in Labour Force	633	1 548	2 181	71
Total	3 620	3 261	6 688	47

Totals include N/S.

TABLE 38

**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male	Female	Total	Percentage Female
<9 000	0	8	8	100
9 000 - 15 000	3	7	10	70
15 001 - 22 000	0	4	4	100
22 001 - 32 000	3	2	5	20
32 001+	4	0	4	0
Total	10	21	31	68

## ABORIGINES

TABLE 39

### Aborigines and Torres Strait Islanders, by Age and by Sex

Age	Male	Female	Total	Percentage Female
0-14	41	54	95	57
15-39	45	47	92	51
40+	9	7	16	56
Total	95	108	203	53

TABLE 40

### Aborigines and Torres Strait Islanders Labour Force Status by Sex (Age 15+)

Labour Force Status	Male	Female	Total	Percentage Female
Employed	16	12	28	43
Unemployed	21	6	27	22
Total Labour Force	37	18	55	33
NILF	16	34	50 *	68
Total	55	54	109	50

Totals include N/S.

\* Forty six percent of total workforce.

### Qualifications of Aborigines

Five percent of Aborigines of the South East Statistical Division have a qualification. The equivalent percentage for the total population of the Esperance SLA is 11 percent .

## APPENDIX 1.1 E

### 1.0 Derby-West Kimberley Statistical Local Area

1.1 The Derby-West Kimberley Statistical Local Area includes the towns of Derby and Fitzroy Crossing but excludes the town of Broome.

1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines.

#### *TOTAL POPULATION*

Population:        7 289 (1986)                      7 843 (1991)

TABLE 41

#### ESB and NESB Populations, by Age and by Sex

Age	ESB		NESB		Total	
	M	F	M	F	M	F
0-14	982	881	5	16	987	897
15-24	711	638	8	11	719	649
25-54	1 479	1 147	96	58	1 575	1 205
55+	454	362	34	18	488	380
Sub Total	3 626	3 028	143	103	3 769	3 131
<b>Total</b>	6 654		246		6 900	

Totals exclude N/S.

#### *NON ENGLISH SPEAKING BACKGROUND*

TABLE 42

#### NESB Population: Language Other than English Spoken at Home, by Sex

Language	Male	Female	Total
European	59	36	95
Asian	14	7	21
<b>Total</b>	<b>73</b>	<b>43</b>	<b>116</b>

“Other”, N/S and population aged 0-4 have been excluded.

TABLE 43

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Total
Uses English only	74	40	114
Uses other Languages but Speaks English Well Very Well	70	48	118
Speaks English Not Well/Not at All	0	7	7
Total	144	95	239

Excludes N/S.

**WOMEN**

TABLE 44

**Age left School, by Sex (Age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	1 608	1 157	2 765	42
17	339	351	690	51
18-20	162	130	292	45
21+	25	19	44	43
Total	2 134	1 657	3 791	44

TABLE 45

**High School Completion, by Sex (Age 15+)**

High School Completion	Male	Female	Total	Percentage Female
Likely #	526	500	1 026	49
Unlikely	1 608	1 157	2 765	42
Total	2 134	1 657	3 791	44

# Those who remained school until at least 17 years of age.

Excluded from this table are those still at school, those who did not go to school and N/S.

TABLE 46

**Qualification, by Sex (Age 15+)**

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	114		62		176		35
Diploma	51		79		130		61
Trade	448		25		473		5
Other	251		341		592		58
Not Qualified	1 512		1 327		2 839 *		47
Total	2 376	36	1 834	28	4 210	33	43

Totals include N/S.

\* 67 percent.

TABLE 47

**Labour Force Status, by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	1 800	907	2 707	34
Unemployed	247	183	430	43
Not in Labour Force	714	1 086	1 800	60
Total	3 042	2 319	5 361	43

Totals include N/S.

TABLE 48

**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male	Female	Total	Percentage Female
<9 000	14	62	76	82
9 000 - 15 000	6	24	30	80
15 001 - 22 000	2	17	19	89
22 001 - 32 000	3	10	13	77
32 001+	2	4	6	67
Not stated	9	36	45	
Total	36	153	189	81

## ABORIGINES

TABLE 49

### Aborigines and Torres Strait Islanders, by Age and by Sex

Age	Male	Female	Total	Percentage Female
0-14	550	486	1 036	47
15-39	614	601	1 215	49
40+	353	355	708	50
Total	1 517	1 442	1 959	74

TABLE 50

### Aborigines and Torres Strait Islanders Labour Force Status by Sex (Age 15+)

Labour Force Status	Male	Female	Total	Percentage Female
Employed	272	140	412	34
Unemployed	173	146	319	46
Total Labour Force	445	286	731	39
NILF	428	585	1 013 *	50
Total	967	956	1 923	50

Totals include N/S.

\* 53 percent of total workforce.

### Qualifications of Aborigines

Five percent of Aborigines are qualified in the Kimberley Statistical Division.  
Twenty six percent of the total population of the Derby SLA are qualified (TABLE 46).

### Income of Aborigines

Sixty six percent of Aborigines in the Kimberley Statistical Division earn less than \$9 000 per annum.  
Ten percent of families with dependent children in the Derby SLA earn less than \$9 000 per annum.

## APPENDIX 1.1 F

### 1.0 Wyndham-East Kimberley Statistical Local Area

- 1.1 The Wyndham-East Kimberley Statistical Local Area includes the towns of Wyndham and Kununurra.
- 1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines.

#### *TOTAL POPULATION*

Population:        6 963 (1986)                      6 930 (1991)

TABLE 51

#### ESB and NESB Populations, by Age and by Sex

Age	ESB		NESB		Total	
	M	F	M	F	M	F
0-14	900	835	9	7	909	842
15-24	625	543	19	13	644	556
25-54	1 660	1 158	143	74	1 803	1 232
55+	387	348	28	12	415	360
Sub Total	3 572	2 884	199	106	3 771	2 990
<b>Total</b>	6 456		305		6 761	

Totals exclude N/S.

#### *NON ENGLISH SPEAKING BACKGROUND*

TABLE 52

#### NESB Population: Language Other than English Spoken at Home, by Sex

Language	Male	Female	Total
European	90	52	142
Asian	13	0	13
<b>Total</b>	<b>103</b>	<b>52</b>	<b>155</b>

“Other”, N/S and population aged 0-4 have been excluded



TABLE 53

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Total
Uses English only	77	53	130
Uses other Languages but Speaks English Well Very Well	96	49	145
Speaks English Not Well/Not at All	29	7	36
Total	202	109	311

Excludes N/S.

**WOMEN**

TABLE 54

**Age left School, by Sex (Age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	1 858	1 304	3 162	41
17	430	389	819	47
18-20	250	151	401	38
21+	24	13	37	35
Total	2 562	1 857	4 419	42

TABLE 55

**High School Completion, by Sex (Age 15+)**

High School Completion	Male	Female	Total	Percentage Female
Likely #	704	553	1 257	44
Unlikely	1 858	1 304	3 162	41
Total	2 562	1 857	4 419	42

# Those who remained school until at least 17 years of age.

Excluded from this table are those still at school, those who did not go to school and N/S.

TABLE 56

**Qualification, by Sex (Age 15+)**

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	148		68		216		31
Diploma	77		114		191		60
Trade	616		35		651		5
Other	261		319		580		55
Not Qualified	1 482		1 338		2 820 *		47
Total	2 982	37	2 200	24	5 182	32	42

Totals include N/S.

\* 54 percent.

TABLE 57

**Labour Force Status, by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	2 071	1 007	3 078	33
Unemployed	208	84	292	29
Not in Labour Force	570	1 035	1 605	64
Total	2 983	2 199	5 182	42

Totals include N/S.

TABLE 58

**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male	Female	Total	Percentage Female
<9 000	5	51	56	91
9 000 - 15 000	3	25	28	89
15 001 - 22 000	6	13	19	68
22 001 - 32 000	8	9	17	53
32 001+	2	2	4	50
Total	24	100	124	81

## ABORIGINES

TABLE 59

### Aborigines and Torres Strait Islanders, by Age and by Sex

Age	Male	Female	Total	Percentage Female
0-14	387	356	743	48
15-39	448	421	869	48
40+	198	190	388	49
Total	1 033	967	2 000	48

TABLE 60

### Aborigines and Torres Strait Islanders Labour Force Status by Sex (Age 15+)

Labour Force Status	Male	Female	Total	Percentage Female
Employed	293	122	415	29
Unemployed	129	41	170	24
Total Labour Force	422	163	585	28
NILF	207	429	636 *	67
Total	646	611	1 257	49

Totals include N/S.

\* 51 percent of total workforce

### Qualifications of Aborigines

Five percent of Aborigines are qualified in the Kimberley Statistical Division. Of the total population of the Wyndham SLA, 32 percent are qualified (TABLE 56).

### Income of Aborigines

Sixty six percent of Aborigines in the Kimberley Statistical Division earn less than \$9 000 per annum .

Eight percent of families with dependent children in the Wyndham SLA earn less than \$9 000 per annum.

## APPENDIX 1.1 G

### 1.0 Carnarvon Statistical Local Area

1.1 The Carnarvon Statistical Local Area extends from just south of Exmouth in the north to a point west of Gascoyne Junction and to the mouth of the Wooramel River in the south excluding the town of Denham.

1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines.

#### TOTAL POPULATION

Population:        10 259 (1986)                      8 378 (1991)

TABLE 61

#### ESB and NESB Populations, by Age and by Sex

Age	ESB		NESB		Total	
	M	F	M	F	M	F
0-14	1 347	1 248	15	15	1 362	1 263
15-24	805	705	35	33	840	738
25-54	1 787	1 676	225	182	2 012	1 858
55+	940	817	86	45	1 026	862
Sub Total	4 879	4 446	361	275	5 240	4 721
<b>Total</b>	9 325		636		9 961	

Totals exclude N/S.

#### NON ENGLISH SPEAKING BACKGROUND

TABLE 62

#### NESB Population: Language Other than English Spoken at Home, by Sex

Language	Male	Female	Total
European	150	133	283
Asian	16	10	26
<b>Total</b>	166	143	309

"Other", N/S and population aged 0-4 have been excluded.

TABLE 63

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Total
Uses English only	111	91	202
Uses other Languages but Speaks English Well Very Well	187	133	320
Speaks English Not Well/Not at All	3	41	80
Total	337	265	602

Excludes N/S.

*WOMEN*

TABLE 64

**Age left School, by Sex (Age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	2 755	2 497	5 252	48
17	513	492	1 005	49
18-20	195	160	355	45
21+	32	9	41	22
Total	3 495	3 158	6 653	47

TABLE 65

**High School Completion, by Sex (Age 15+)**

High School Completion	Male	Female	Total	Percentage Female
Likely #	740	661	1 401	47
Unlikely	2 755	2 497	5 252	48
Total	3 495	3 158	6 653	47

# Those who remained school until at least 17 years of age.

Excluded from this table are those still at school, those who did not go to school and N/S.

TABLE 66

**Qualification, by Sex (Age 15+)**

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	162		88		350		35
Diploma	109		131		240		55
Trade	750		64		814		8
Other	365		430		795		54
Not Qualified	2 149		2 149		4 568 *		53
Total	4 021	34	3 566	20	7 585	29	47

Totals include N/S.

\* 60 percent.

TABLE 67

**Labour Force Status, by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	2 400	1 453	3 853	38
Unemployed	329	208	537	39
Not in Labour Force	1 094	1 727	2 821	61
Total	4 021	3 567	7 588	47

Totals include N/S.

TABLE 68

**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male	Female	Total	Percentage Female
<9 000	11	74	85	87
9 000 - 15 000	5	45	50	90
15 001 - 22 000	18	22	40	55
22 001 - 32 000	17	6	23	26
32 001+	11	4	15	27
Total	62	151	213	71



## ABORIGINES

TABLE 69

### Aborigines and Torres Strait Islanders, by Age and by Sex

Age	Male	Female	Total	Percentage Female
0-14	256	243	499	49
15-39	247	263	510	52
40+	143	110	253	43
Total	646	616	1 262	49

TABLE 70

### Aborigines and Torres Strait Islanders Labour Force Status by Sex (Age 15+)

Labour Force Status	Male	Female	Total	Percentage Female
Employed	145	61	206	30
Unemployed	105	62	167	37
Total Labour Force	250	123	373	33
NILF	118	221	339 *	65
Total	390	373	763	49

Totals include N/S.

\* 48 percent of total workforce.

### Qualifications of Aborigines

3 370 people or 95.1 percent of the Aboriginal population of the Central Statistical Division do not possess a qualification. The equivalent percentage of the total population in the Carnarvon SLA is 60 (TABLE 66).

### Income of Aborigines

Sixty nine percent of the Aboriginal population of the Central Statistical Division are in receipt of incomes below \$9 000 per annum. The percentage of parents with dependent children in the Carnarvon SLA who receive an equivalent income, is seven.

## APPENDIX 1.1 H .

### 1.0 Geraldton Town and Greenough Shire Statistical Local Areas

1.1 The Geraldton and Greenough Statistical Local Areas have been amalgamated. The Greenough Shire includes part of the suburbs of Geraldton and the whole of the shire is considered to be within commuting distance of Geraldton.

1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines.

#### *TOTAL POPULATION*

Population:        24 654 (1986)                      28 968 (1991)

TABLE 71

#### ESB and NESB Populations, by Age and by Sex

Age	ESB		NESB		Total	
	M	F	M	F	M	F
0-14	3 335	3 118	64	50	3 399	3 168
15-24	2 139	2 080	56	46	2 195	2 126
25-54	4 440	4 457	341	314	4 781	4 771
55 +	1 731	1 797	187	153	1 918	1 950
Sub Total	11 645	11 452	648	563	12 293	12 015
Total			1 211		24 308	

Totals exclude N/S.

#### *NON ENGLISH SPEAKING BACKGROUND*

TABLE 72

#### NESB Population: Language Other than English Spoken at Home, by Sex

Language	Male	Female	Total
European	346	314	660
Asian	119	99	218
Total	465	413	878

"Other", N/S and population aged 0-4 have been excluded.

TABLE 73

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Total
Uses English only	228	181	409
Uses other Languages but Speaks English Well Very Well	262	231	493
Speaks English Not Well/Not at All	80	101	181
Total	570	513	1 083

Excludes N/S.

**WOMEN**

TABLE 74

**Age left School, by Sex (Age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	6 573	6 421	12 994	49
17	1 109	1 304	2 413	54
18-20	386	313	699	45
21+	46	27	73	37
Total	8 114	8 065	16 179	50

TABLE 75

**High School Completion, by Sex (Age 15+)**

High School Completion	Male	Female	Total	Percentage Female
Likely #	1 161	1 236	21 397	49
Unlikely	6 953	6 829	13 782	50
Total	8 114	8 065	16 179	50

# Those who remained school until at least 17 years of age.

Excluded from this table are those still at school, those who did not go to school and N/S.

TABLE 76

**Qualification, by Sex (Age 15+)**

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	284		144		428		34
Diploma	201		300		501		60
Trade	1 794		142		1 936		10
Other	836		1 044		1 880		56
Not Qualified	5 075		6 401		11 476 *		56
Total	9 045	34	8 995	18	18 040	26	50

Totals include N/S.

\* 64 percent.

**TABLE 77**  
**Labour Force Status, by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	5 863	3 620	9 483	38
Unemployed	835	497	1 332	37
Not in Labour Force	2 152	4 638	6 790	68
Total	9 045	8 983	18 028	50

Totals include N/S.

**TABLE 78**  
**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male	Female	Total	Percentage Female
<9 000	29	302	331	91
9 000 - 15 000	29	166	195	85
15 001 - 22 000	19	62	81	77
22 001 - 32 000	18	34	52	65
32 001+	17	6	23	26
Total	112	570	692	82

## ABORIGINES

TABLE 79

### Aborigines and Torres Strait Islanders, by Age and by Sex

Age	Male	Female	Total	Percentage Female
0-14	290	298	588	51
15-39	306	319	625	51
40+	70	99	169	59
Total	666	76	1 382	52

TABLE 80

### Aborigines and Torres Strait Islanders Labour Force Status by Sex (Age 15+)

Labour Force Status	Male	Female	Total	Percentage Female
Employed	82	62	144	43
Unemployed	110	51	161	32
Total Labour Force	192	113	305	39
NILF	158	278	436 *	64
Total	350	391	741	53

Totals include N/S.

\* 59 percent of total workforce.

#### Qualifications of Aborigines

Five percent of the Aboriginal population of the Central Statistical Division possess a qualification. Sixty four percent of the total population of the Geraldton and Greenough SLAs are qualified (TABLE 76).

#### Income of Aborigines

Sixty nine percent of the Aborigines in the Central Statistical Division receive less than \$9 000 per annum. Eight percent of families with dependent children in the Geraldton and Greenough SLAs receive less than \$9 000 per annum .

## APPENDIX 1.1 I

### 1.0 Northam Town and Shire Statistical Local Areas

1.1 The town of Northam (SLA) and the shire of Northam (SLA) have been amalgamated because it was considered that people living in the shire would be within commuting distance of any program or course held within the town

1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines.

### TOTAL POPULATION

Population:        8 863 (1986)                      9 682 (1991)

TABLE 81

### ESB and NESB Populations, by Age and by Sex

Age	ESB		NESB		Other *	Total	
	M	F	M	F		M	F
0-14	882	884	8	2		890	886
15-24	426	477	7	8		433	485
25-54	1 043	1 020	135	115		1 178	1 135
55 +	438	509	152	160		590	669
All Ages *	1 197	1 101	50	46	50	1 247	1 147
Sub Total	3 986	3 991	352	331	50	4 338	4 322
<b>Total</b>	7 977		683		50	8 170	

Totals exclude N/S.

\* The town of Northam and the surrounding shire have been amalgamated in this table. Because the shire data was presented by ABS in a slightly different format from that of the town it has not been possible to provide a complete age breakdown of all people. Neither has it been possible to be certain that those people listed in the "other" category are from ES or NES backgrounds.

# NON ENGLISH SPEAKING BACKGROUND

TABLE 82

**NESB Population: Language Other than English Spoken at Home, by Sex**

Language	Male	Female	Total
European	228	248	476
Asian	15	13	28
Either *	79	79	158
Total	322	340	662

“Other”, N/S and population aged 0-4 have been excluded.

\* For SLAs in the southern regions the “Other” category of language has been included because it has been assumed that the number of speakers of an Aboriginal language is minimal. (It has not been possible to determine whether this group spoke an Asian or a European language.)

TABLE 83

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Both *	Total
Uses English only	85	64	43	192
Uses other Languages but Speaks English Well Very Well	123	139	49	311
Speaks English Not Well/Not at All	13	22	7	42
Total	221	225	99	545

Excludes N/S.

\* The small data format of the Northam shire does not provide a sex breakdown of levels in proficiency in English.



**WOMEN**

**TABLE 84**

**Age Left School, by Sex (Age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	2 366	2 331	4 687	50
17	418	396	814	49
18	142	122	264	46
Total	2 916	2 849	5 765	49

**TABLE 85**

**High School Completion, by Sex (Age 15+)**

High School Completion	Male	Female	Total	Percentage Female
Likely #	560	518	1 078	48
Unlikely	2 356	2 331	4 687	50
Total	2 916	2 859	5 765	49

# Those who remained school until at least 17 years of age.

Excluded from this table are those still at school, those who did not go to school and N/S.

**TABLE 86**

**Qualification, by Sex (Age 15+)**

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	106		50		156		32
Diploma	65		98		163		60
Trade	553		57		610		9
Other	284		351		635		55
Not Qualified	1 928		2 306 *		5 933		39
	3 198	32	3 198	17	6 396	24	50

Totals include N/S.

\* 72 percent.

TABLE 87

**Labour Force Status, by Sex (Age 15+)**  
**(Northam town only)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	1 510	850	2 360	36
Unemployed	131	98	229	43
Not in Labour Force	541	1 311	1 752	71
Total	2 243	2 341	4 584	51

Totals include N/S.

TABLE 88

**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male (NT)	Female (NT)	Total (NT)	Percentage Female	M & F (NS)
<9 000	9	72	81	89	30
9 000 - 15 000	0	37	37	100	7
15 001 - 22 000	9	18	27	67	3
22 001 - 32 000	4	9	13	69	0
32 001 +	4	0	4	0	0
Total	26	136	162	84	40

NT: Northam Town

NS: Northam Shire.

The Northam Shire data does not provide for a breakdown by sex.

## ABORIGINES

TABLE 89

### Aborigines and Torres Strait Islanders, by Age and by Sex

Age	Male	Female	Total	Percentage Female
0-14	76	78	154	51
15-39	72	63	135	47
40+	27	30	57	53
Total	175	171	346	49

TABLE 90

### Aborigines and Torres Strait Islanders Labour Force Status by Sex (Age 15+) (Northam Town Only) #

Labour Force Status	Male	Female	Total	Percentage Female
Employed	31	15	46	33
Unemployed	18	3	21	14
Total Labour Force	49	18	67	27
NILF	31	57	88 *	65
Total	80	75	165	45

Totals include N/S.

\* 53 percent of total workforce.

# The ABS does not provide data on the labour force for the shire of Northam.

### Qualifications of Aborigines

Five percent of the Aboriginal population of the Midlands Statistical Division do not possess a qualification. Twenty four percent of the total population of the Northam Town and Shire are qualified (TABLE 86).

### Income of Aborigines

Sixty three percent of the Aborigines in the Midlands Statistical Division have incomes below \$9 000 per annum. Nine percent of families with dependent children in the Northam Town and Shire earn less than \$9 000 per annum.

## APPENDIX 1.1 J

### 1.0 Narrogin Town and Shire Statistical Local Areas

1.1 All tables which follow are composed of the combined data from the ABS census 1986 for both the SLAs of Narrogin town and Narrogin shire.

1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines.

### TOTAL POPULATION

Population:        4 973 (1986)                      5 557 (1991)

TABLE 91

### ESB and NESB Populations, by Age and by Sex

Age	ESB		NESB		Other *	Total	
	M	F	M	F		M	F
0-14	605	509	6	0		611	509
15-24	319	384	5	9		324	393
25-54	700	721	62	44		762	765
55 +	318	427	72	71		390	498
All Ages *	378	322	2	2	8	380	324
Sub Total	1 2210	2 363	147	126	8	2 467	2 489
<b>Total</b>	4 683		273		8	4 964	

Totals exclude N/S

\* Because the town of Narrogin and the surrounding shire have been amalgamated in this table and because the shire data was presented by ABS in a slightly different format from that of the town it has not been possible to provide a complete age breakdown of all people. Nor has it been possible to be certain that those people listed in the "other" category are from ES or NES backgrounds.

# **NON ENGLISH SPEAKING BACKGROUND**

**TABLE 92**

**NESB Population: Language Other than English Spoken at Home, by Sex**

Language	Male	Female	Total
European	87	81	168
Asian	8	7	15
Either *	38	25	63
Total	133	113	246

N/S and population aged 0-4 have been excluded.

\* For towns and shires in the southern parts of Western Australia the "Other" category of language listed in the ABS census statistics has been included because, unlike the northern and eastern regions of Western Australia, it has been assumed that the number of speakers of an Aboriginal language is minimal. It has not been possible to list persons in this group as speaking an Asian or a European language.

NB There was nobody who used a LOTE at home in the Narrogin shire.

**TABLE 93**

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Both **	Total
Uses English only	41	20	6	67
Uses other Languages but Speaks English Well Very Well	71	64	0	135
Speaks English Not Well/Not at All	0	11	0	11
Total	112	95	6	213

Excludes N/S.

**WOMEN**

**TABLE 94**

**Age Left School, by Sex (Age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	1 234	1 340	2 574	52
17	276	320	596	57
18+	85	78	163	48
Total	1 595	1 738	3 333	53

**TABLE 95**

**High School Completion, by Sex (Age 15+)**

High School Completion	Male	Female	Total	Percentage Female
Likely #	361	448	809	55
Unlikely	1 234	1 340	2 574	52
Total	1 595	1 788	3 383	53

# Those who remained school until at least 17 years of age.

Excluded from this table are those still at school, those who did not go to school and N/S.

TABLE 96  
Qualification by, Sex (Age 15+)

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	62		41		103		40
Diploma	45		73		118		62
Trade	280		33		313		11
Other	145		224		369		61
Not Qualified	1 056		1 338 *		2 394		56
	1 588	34	1 709	22	3 297	27	52

Totals include N/S.

\* 78 percent.

TABLE 97  
Labour Force Status, by Sex (Age 15+)  
(Narrogin town only)

Labour Force Status	Male	Female	Total	Percentage Female
Employed	1 016	703	1 719	41
Unemployed	97	38	135	28
Not in Labour Force	353	871	1 224	71
Total	1 4393	1 659	3 152	53

Totals include N/S.

TABLE 98

**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male (NaT)	Female (NaT)	Total (NaT)	Percentage Female	M & F (NaS)
<9 000	2	40	45	95	4
9 000 - 15 000	4	22	26	85	2
15 001 - 22 000	6	6	12	50	0
22 001 - 32 000	0	9	9	100	0
32 001 +	0	2	2	100	2
Total	12	79	91	87	8

NaT: Narrogin Town.

NaS: Narrogin Shire

The Narrogin Shire data produced by the ABS does not provide for a breakdown by sex.

**ABORIGINES**

TABLE 99

**Aborigines and Torres Strait Islanders, by Age and by sex**

Age	Male	Female	Total	Percentage Female
0-14	61	49	110	45
15-39	48	49	97	51
40+	19	21	40	53
Total	128	119	247	48



TABLE 100

**Aborigines and Torres Strait Islanders  
Labour Force Status by Sex (Age 15+)  
(Narrogin Town Only)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	13	6	19	32
Unemployed	14	2	16	13
Total Labour Force	27	8	35	23
NILF	32	51	83 *	61
Total	65	70	135	52

Totals include N/S.

\* 61 percent of total workforce.

### **Qualifications of Aborigines**

Four percent of the Aborigines in the Upper Great Southern Statistical Division hold a qualification. The equivalent percentage for the total population of the Narrogin Town and Shire is 27 (TABLE 96).

### **Income of Aborigines**

Sixty nine percent of the Aborigines in the Upper Great Southern Statistical Division are in receipt of incomes of less than \$9 000 per annum. Among the total population of the Narrogin Town and Shire, eight percent of families with dependent children have an equivalent income.

## APPENDIX 1.1 K

### 1.0 Katanning Statistical Local Area

1.1 The Shire of Katanning is bounded by the Shires of Woodanilling and Dumbleyung to the north west and north east respectively, the Shire of Kojonup to the west, the Shire of Kent to the east and the Shire of Broomehill to the south.

1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines.

### *TOTAL POPULATION*

Population: 4 325 (1986) \* 5 057 (1991)

TABLE 101

### ESB and NESB Populations, by Age and by Sex

Age	ESB		NESB		Total	
	M	F	M	F	M	F
0-14	585	584	3	4	588	588
15-24	389	379	6	6	395	385
25-54	827	752	61	73	888	825
55 +	277	294	31	26	308	320
Sub Total	2 078	2 009	101	109	2 179	2 118
Total	4 087		210		4 397	

Totals exclude N/S

\* The 1991 projected population should be treated with caution as there is some evidence that the population of parts of the Great Southern is contracting. The method of calculation of this projection, which was outlined in the Introduction, uses the whole of the Statistical Division as a basis. Some parts of the region are likely to be growing while others may be contracting.

NB The known Malay speaking Christmas Islander residents of Katanning may have been partly included in the ESB age group particularly if they were under the age of 29 years. (The residents of this SLA who were born on Christmas Island after 1958 would be Australian citizens by birth right. The residents older than this may well have indicated that they were born in Australia even though they actually were born on an Australian mandated Territory.)

# *NON ENGLISH SPEAKING BACKGROUND*

TABLE 102

**NESB Population: Language Other than English Spoken at Home, by Sex**

Language	Male	Female	Total
European	73	74	147
Asian	6	6	12
Either *	126	143	269
Total	205	223	428

N/S and population aged 0-4 have been excluded.

\* Further to comment on TABLE 107, it is likely that the majority of this group are Malay speaking Christmas Islanders. (The census did not specify Malay as a particular language which could be spoken. Respondents therefore would have been forced to specify "Other".) It is not considered likely that there are speakers of an Aboriginal language included in this group.

TABLE 103

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Total
Uses English only	34	29	63
Uses other Languages but Speaks English Well Very Well	103	98	201
Speaks English Not Well/Not at All	39	46	85
Total	176	173	349

Excludes N/S.

**WOMEN**

**TABLE 104**

**Age Left School, by Sex (Age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	1 153	1 101	2 254	49
17	241	218	459	47
18-20	56	56	112	50
21 +	4	4	8	50
Total	1 454	1 379	2 833	48

**TABLE 105**

**High School Completion, by Sex (Age 15+)**

High School Completion	Male	Female	Total	Percentage Female
Likely #	301	278	579	48
Unlikely	1 153	1 101	2 254	49
Total	1 454	1 379	2 833	48

# Those who remained school until at least 17 years of age.

Excluded from this table are those still at school, those who did not go to school and N/S.

TABLE 106  
Qualification, by Sex (Age 15+)

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	47		33		80		41
Diploma	39		49		88		56
Trade	226		24		250		10
Other	132		159		291		55
Not Qualified	1 044		1 167		2 211 *		53
Total	1 488	30	1 432	19	2 920	24	49

Totals include N/S.

\* 76 percent.

TABLE 107  
Labour Force Status, by Sex (Age 15+)

Labour Force Status	Male	Female	Total	Percentage Female
Employed	1 121	712	1 833	39
Unemployed	157	72	229	31
Not in Labour Force	303	733	1 036	71
Total	1 602	1 543	3 145	49

Totals include N/S.

TABLE 108

**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male	Female	Total	Percentage Female
<9 000	5	38	43	88
9 000 - 15 000	4	25	29	86
15 001 - 22 000	6	5	11	45
22 001 - 32 000	2	8	10	80
32 001 +	2	0	2	0
Total	19	76	95	80

**ABORIGINES**

TABLE 109

**Aborigines and Torres Strait Islanders, by Age and by Sex**

Age	Male	Female	Total	Percentage Female
0-14	69	55	124	44
15-39	49	53	102	52
40+	19	21	40	53
Total	137	129	266	48

TABLE 110

**Aborigines and Torres Strait Islanders  
Labour Force Status by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	18	2	20	10
Unemployed	22	6	28	21
Total Labour Force	40	8	48	17
NILF	28	64	92 *	70
Total	68	75	143	52

Totals include N/S.

\* 64 percent of total workforce.

### **Qualifications of Aborigines**

Seven percent of Aborigines in the Lower Great Southern Statistical Division are qualified. Twenty four percent of the total population of the Katanning SLA holds a qualification (TABLE 106).

### **Income of Aborigines**

Seventy seven percent of the Aboriginal population of the the Lower Great Southern Statistical Division have incomes below \$9 000 per annum. Eight percent of all families with dependent children have incomes below \$9 000 per annum in the Katanning SLA.

## Appendix 1L

### 1.0 Bunbury City, Capel, Dardanup, Harvey and Collie Shires.

1.1 The following TABLES include the shires which surround the City of Bunbury to a distance of about 40 kilometres. The shire of Busselton has been excluded because, although the northern extremity falls within the 40 kilometre radius of the centre of Bunbury, the major proportion of the population of this SLA is centred around Busselton itself which is some 60 kilometres from Bunbury. The town of Donnybrook is also within a reasonable distance of Bunbury but, as it is contained within the Donnybrook-Balingup SLA it has not been possible to add numbers for this town. The population of this SLA is quite small and should not materially affect the overall result. It is therefore assumed that the numbers included in the TABLES represent a close approximation to populations within commuting distance of the centre of Bunbury.

1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines.

#### *TOTAL POPULATION*

Population: 49 616 (1986) 61 837 (1991)

TABLE 111

#### **ESB and NESB Populations, by Age and by Sex**

Age	ESB		NESB		Total	
	M	F	M	F	M	F
0-14	6 798	6 473	68	69	6 866	6 542
15-24	4 224	3 797	80	82	4 304	3 879
25-54	9 132	8 866	828	712	9 960	9 578
55+	3 314	3 829	459	499	3 773	4 328
Sub Total	23 468	22 965	1 435	136	249 903	24 327
Total	46 433		2 797		49 230	

Totals exclude N/S.



# *NON ENGLISH SPEAKING BACKGROUND*

TABLE 112

**NESB Population: Language Other than English Spoken at Home, by Sex**

Language	Male	Female	Total
European	1 489	1 406	2 895
Asian	64	44	108
Either *	235	227	462
Total	1 788	1 677	3 465

NS, and population aged 0-4 have been excluded.

\* For SLAs in the southern regions of Western Australia the "Other" category of language has been included because it has been assumed that the numbers of speakers of an Aboriginal language is minimal. (It has not been possible to determine whether this group spoke an Asian or a European language.)

TABLE 113

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Total
Uses English only	499	349	848
Uses other Languages but Speaks English Well Very Well	728	637	1 365
Speaks English Not Well/Not at All	107	112	219
Total	1 334	1 098	2 432

Excludes N/S.

**WOMEN**

**TABLE 114**

**Age Left School, by Sex (Age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	13 704	12 552	26 256	48
17	2 141	2 416	4 557	53
18-20	446	623	1 069	58
21+	126	75	201	37
Total	16 417	15 666	32 083	49

**TABLE 115**

**High School Completion, by Sex (Age 15+)**

High School Completion	Male	Female	Total	Percentage Female
Likely #	2 713	3 114	5 827	53
Unlikely	13 704	12 552	26 256	48
Total	16 417	15 666	32 083	49

TABLE 116

**Qualification, by Sex (Age 15+)**

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	664		310		974		32
Diploma	429		596		1 025		58
Trade	3 809		317		4 126		8
Other	1 713		2 185		3 890		56
Not Qualified	10 127		12 929		23 056 *		56
Total	18 163	36	17 953	19	36 116	25	49

Totals include N/S.

\* 64 percent.

TABLE 117

**Labour Force Status, by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	12 977	6 650	19 627	34
Unemployed	1 084	947	2 031	47
Not in Labour Force	3 820	9 897	13 717	63
Total	18 165	17 960	36 125	50

Totals include N/S.

TABLE 118

**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male	Female	Total	Percentage Female
<9 000	37	495	532	93
9 000 - 15 000	19	268	287	93
15 001 - 22 000	47	94	141	67
22 001 - 32 000	48	45	93	48
32 001+	14	5	19	26
Not stated	13	65	78	83
Total	178	972	1150	85

*ABORIGINES*

TABLE 119

**Aborigines and Torres Strait Islanders, by Age and by Sex**

Age	Male	Female	Total	Percentage Female
0-14	253	268	521	51
15-39	229	234	463	51
40+	56	68	124	55
Total	538	570	1 108	51

TABLE 120

**Aborigines and Torres Strait Islanders  
Labour Force Status by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	104	40	144	28
Unemployed	78	48	126	38
Total Labour Force	182	88	270	3
NILF	94	200	294 *	68
Total	280	301	581	52

Total includes N/S.

\* 51 percent of total workforce.

### **Qualifications of Aborigines**

Seven percent of Aborigines are qualified in the South West Statistical Division.  
Thirty six percent of the total population of the SLAs within reasonable commuting distance of Bunbury are qualified.

### **Income of Aborigines**

Sixty six percent of Aborigines earn less than \$9 000 per annum in the South West Statistical Division.

Seven percent of families with dependent children in the district within commuting distance of Bunbury earn less than \$9 000 per annum.

## Appendix 1M

### 1.0 Albany Town and Shire, Denmark and Plantagenet Shires.

1.1 The following TABLES include the shires which surround the town of Albany to a distance of about 40 kilometres. The shires of Albany and Plantagenet have some areas outside this distance but population is small and scattered. It is therefore assumed that the numbers included in the TABLES represent a close approximation to populations within commuting distance of the centre of Albany.

1.2 The following tables detail information on total population, people of non English speaking background, females and Aborigines

#### TOTAL POPULATION

Population:    28 705 (1986)                      31 270 (1991)

TABLE 121

#### ESB and NESB Population, by Age and by Sex

Age	ESB		NESB		Total	
	M	F	M	F	M	F
0-14	3 671	3 581	18	40	3 689	3 621
15-24	2 234	2 068	34	43	2 268	2 111
25-54	5 030	4 981	408	374	5 438	5 355
55+	2 560	2 826	273	287	2 833	3 113
Sub Total	13 495	13 456	733	744	14 228	14 200
<b>Total</b>	26 951		1 477		28 428	

Totals exclude N/S.

**NON ENGLISH SPEAKING BACKGROUND**

**TABLE 122**

**NESB Population: Language Other than English Spoken at Home, by Sex**

Language	Male	Female	Total
European	459	513	972
Asian	21	19	40
Either *	146	146	292
Total	626	678	1 304

NS, and population aged 0-4 have been excluded.

\* For SLAs in the southern parts of Western Australia the "Other" category of language has been included because it has been assumed that the numbers of speakers of an Aboriginal language is minimal. (It has not been possible to determine what languages this group spoke. They may have spoken Asian, European, African, Oceanic or other language.)

**TABLE 123**

**NESB Population: Levels of Proficiency in English Language, by Sex  
Ages 15-64**

Proficiency	Male	Female	Total
Uses English only	152	268	420
Uses other Languages but Speaks English Well Very Well	474	330	804
Speaks English Not Well/Not at All	14	43	57
Total	640	641	1 281

Excludes N/S.

**WOMEN**

**TABLE 124**

**Age Left School, by Sex (Age 15+)**

Age	Male	Female	Total	Percentage Female
< 16	7 770	7 660	15 430	50
17	1 484	1 733	3 217	54
18-20	601	464	1 065	44
21+	58	42	100	42
Total	9 913	9 899	19 812	50

**TABLE 125**

**High School Completion, by Sex (Age 15+)**

High School Completion	Male	Female	Total	Percentage Female
Likely #	2 143	2 239	4 382	51
Unlikely	7 770	7 660	15 430	50
Total	9 913	9 899	19 812	50

Excludes N/S.



TABLE 126  
Qualification, by Sex (Age 15+)

Qualification	Male	% Qualified	Female	% Qualified	Total	% Qualified	Percentage Female
Degree	405		229		634		36
Diploma	323		489		812		60
Trade	1 786		183		1 969		9
Other	1 007		1 461		2 468		59
Not Qualified	6 212		7 287		13 499 *		54
Total	10 650	33	10 676	22	21 326	28	50

Totals include N/S.

\* 63.3 percent.

TABLE 127  
Labour Force Status, by Sex (Age 15+)

Labour Force Status	Male	Female	Total	Percentage Female
Employed	6 629	4 249	10 878	37
Unemployed	1 042	531	1 573	34
Not in Labour Force	2 838	5 705	8 543	67
Total	10 652	10 674	21 326	50

Totals include N/S.

TABLE 128

**Single Parents with Dependent Children, by Income and by Sex**

Income \$	Male	Female	Total	Percentage Female
<9 000	25	256	281	91
9 000 - 15 000	24	136	160	85
15 001 - 22 000	26	56	82	68
22 001 - 32 000	14	14	28	50
32 001+	8	3	11	27
Not stated	17	33	50	66
Total	114	498	612	81

*ABORIGINES*

TABLE 129

**Aborigines and Torres Strait Islanders, by Age and by Sex**

Age	Male	Female	Total	Percentage Female
0-14	100	102	202	50
15-39	150	135	285	47
40+	38	36	74	49
Total	288	273	561	49

TABLE 130

**Aborigines and Torres Strait Islanders  
Labour Force Status by Sex (Age 15+)**

Labour Force Status	Male	Female	Total	Percentage Female
Employed	50	41	91	45
Unemployed	47	19	66	29
Total Labour Force	97	60	157	38
NILF	86	105	191 *	55
Total	183	171	354	48

Total includes N/S.

\* 54 percent of total workforce

### **Qualifications of Aborigines**

Seven percent of Aborigines are qualified in the LGS Statistical Division.

Twenty eight percent of the total population of the SLAs in the Albany district are qualified.

### **Income of Aborigines**

Seventy two percent of Aborigines earn less than \$9 000 per annum in the LGS Statistical Division.

Nine percent of families with dependent children in the Albany district SLAs earn less than \$9 000 per annum.

## Appendix 1.2

### APPENDIX - LOCAL GOVERNMENT AREA STATISTICS DATABASE - USER MANUAL

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#### ESTIMATED RESIDENT POPULATION

The estimated resident population (ERP) is the official ABS estimate of the Australian population. The ERP is based on results of the population census and is compiled for census dates and updated for post-census dates. These intercensal estimates of the resident population are revised each time a population census is taken.

In the compilation of the ERP, two important adjustments are made to USUAL RESIDENCE (PLACE OF). The first is an adjustment for underenumeration at the census. Data for the assessment of the level of underenumeration are derived from a census post enumeration survey conducted soon after the census, and from estimates based on demographic analysis. The second adjustment is the inclusion of an estimated number of Australian residents who were temporarily away overseas on census night and were therefore not covered by the Australian census. The number of such persons is estimated from statistics on overseas arrivals and departures.

The ERP at census date at the national and State levels is updated quarterly by the use of demographic statistics (births, deaths, overseas and interstate migration). At the statistical local area (SLA) level, reliable statistics on migration are not available and the ERP at this level is updated annually by taking into consideration indicators of population change. A statistical regression model is used to assist in the compilation of the ERP at the SLA level.

ERP began in 1976 at the Statistical local Area level for Total population and appeared at an age by sex level for SLA's in 1981.

##### Conceptual Basis - Estimated Resident Population

- . excludes overseas visitors;
- . includes estimates of Australians overseas;
- . includes adjustment for estimated underenumeration.

#### ENUMERATION (PLACE OF)

This is a count of every person who spent census night in Australia, including persons on vessels in or between Australian ports, or on board long-distance trains, buses or aircraft.

Persons were counted where they were on census night, which may not be where they usually live. Visitors to Australia were counted regardless of how long they had been in the country or how long they planned to stay. Australian residents out of the country on census night, and overseas diplomatic personnel in Australia and their families, are out of the scope of the census. Such counts are frequently referred to as de facto census counts or as being on an actual location basis.

While every effort is made to achieve a complete census count, some under-counting inevitably remains for various reasons (e.g. inadvertent omission of very young children, treatment of some dwellings as unoccupied when in fact they are occupied, and failure to find all dwellings). Refusal by householders to complete the census form is not a significant cause of under-counting.

This type of count provides a snapshot, or typical situation in any given area. For example, a holiday resort such as the Gold Coast would show a very large count compared with the count of people who usually reside there. Characteristics of persons counted there, such as occupation, industry and income, would not be indicative of the work opportunities in the area, but would supply a lot of information about the visitors.

##### Conceptual Basis - Place of Enumeration

- . includes overseas visitors;
- . excludes Australians overseas;
- . excludes adjustment for underenumeration.

## APPENDIX 2.0

### List of Contacts

#### Perth

DILGEA	Paula Kanski:	AMEP
DEET	Chris Harrison: Garry Scott:	Economic Analysis Branch Assistant Director, Access and Equity Area Central
	Les Hebda:	
TAFE	Sandra Economou: Liz Bailey: Jackie Cornwall: Michael Lewis: Linda McLean: Kate Reading:	AMES AMES AMES MAE Adult Literacy Adult Literacy
WAOHE	Alistair McGregor Gay Short	
ABS	Statistical Information Officers	
State Planning Department	Erwin Swasbrook	
OMA	George Vasilyi	
TISC		
MEAC		
Cattalini and Allbrook Associates	Helen Cattalini Malcolm Allbrook	
DCS	Geoff Smith	
Murdoch University	Geoff Maine Robyn Daniels: Patrick Guiton:	Equity Officer External Studies
UWA	Maria Osborne:	EEO and Equity
Curtin University	Vicky Caulfield: Sue Wood: Pat Dudgeon: John Walsh:	EEO CIE CAS External Studies
TAFE Consultant	Helen Stokes	

Edith Cowan University

Barbara Harvey:  
Neil Stewart:  
Laurie McGrath:  
Jackie Hutchinson:  
Mike Grant:  
Tony Knight:  
Klazine Easton:  
Staff of IALS

DAIS  
Vice Chancellor's Office  
Vice Chancellor's Office  
EEO Officer  
Media and Technology  
External Studies  
Equity Officer

## **The Pilbara**

### **KARRATHA**

Karratha College

Jeff Gunningham:  
ESL teaching staff  
- Vicki Mannion:  
- Fatima Rebola-Gibson  
- Susan Abell  
- Roz Henning  
Sharlene Jones:  
Sonny Phang:  
  
Students in ESL classes

Director  
  
Co-ordinator  
  
Counsellor  
Head of Department,  
General Studies

Frontier Services

Katrina Alilovic:

Migrant Welfare Officer

Community Health and  
Welfare

Nan Williams

TAFE Adult Literacy

Val Cantrell:  
Gillian Gordon:

Co-ordinator  
Co-ordinator

Multicultural Council

Sergio de Guzman:

President

Employers

See Appendix 6

DEET

Tony Harris:  
Alan Elder:  
Celeste Selten

Manager  
Assistant Manager

## **HEDLAND**

Hedland College	Ron Wild: Mandy Williams: Anne Bremer: Karl Werner: ESL teaching staff - Jenny Davies: - Kathy Donnelly - Trish Morse	Director A/Head, General Studies Head, General Studies Counsellor  Co-ordinator
Port Hedland Town Council	Kaye Richardson Trish Morse	
Community Health and Welfare	Carolyn Reeves: Lyn Willey:	Migrant Welfare Worker Counsellor
Multicultural Association	Laurie Hatwell:	President
Muslim Ladies' Association	Ruzini Arripin	
Other Ethnic representatives	Milka Nikolic: Joan Frei:	Yugoslav women Thai women
South Hedland SHS	Alimah Moh'd:	Ethnic Welfare Worker
DEET	Terri Ann Povey: Anne Kiesey: Richard Martin:	Manager Assistant Manager Director Area North (Broome)
Employers	See Appendix 6	

## APPENDIX 3.0

(This information sheet was handed to people with whom the Research Officer made contact during the first visit to the Pilbara in June 1991).

**Are you a person of non English speaking background?**

**Are you a woman who will be at least 20 years of age in January 1992?**

**Do you want to know more about how to gain entry to a Western Australian university?**

Edith Cowan University is interested in providing a ten week bridging course to university studies for students in the Pilbara. It will commence in September 1991 and will enable those who successfully complete this program to enter accredited Diploma or Degree courses at WA universities in 1992. The choice of location will depend on the degree of interest shown and the presence of a sufficient number of students to make the course possible. However it is likely to be held either in Hedland or in Karratha.

The target group for this course will be **"adult people of non English speaking background" and "women"**. The course will be planned for the individual needs of the students. It will concentrate on improvement in literacy as well as study techniques, note taking and other skills which students will need to successfully participate in tertiary education.

People who are interested will undergo an interview and an assessment which will be held about the end of July or early August. At the conclusion of the program students will sit the Alternative Test for Adult Admission (ATAA). The testing dates for Hedland and Karratha will be in the middle of November.

Because the bridging program is only ten weeks in length and because students will be expected to reach a standard sufficient for university entry, Edith Cowan University is looking for students whose English language skills are at a reasonable level. However it is recognised that there may be prospective students who are interested in further study but who do not reach the standard required. **Edith Cowan staff are anxious to hear from all those who are interested in further study.** They are prepared to negotiate with education providers for the provision of appropriate course(s) if there are sufficient numbers of interested people.

The course is intended to be full time. Students who successfully complete the course may elect to continue studies at a university either in full time, part time or external modes in 1992. During the interview and assessment the particular needs of individuals will be discussed and strategies for the achievement of student's goals will be outlined.



Funds are available for help with childcare and, if a need for this is identified, the matter will be investigated. Financial support for students is also possible and no interested person should feel that they cannot undertake the course because of financial considerations.

If you would like to know more about this proposed course please complete the details below and return the form to:

(Name of Contact) \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

\_\_\_\_\_

TELEPHONE:

(Home) \_\_\_\_\_

(Work) \_\_\_\_\_

## **APPENDIX 4.0**

The following Brochure was distributed to all major contact points for onforwarding to those people who had indicated an interest in the proposed course.



EDITH COWAN  
UNIVERSITY  
PERTH WESTERN AUSTRALIA

## INSTITUTE OF APPLIED LANGUAGE STUDIES

### FURTHERING YOUR EDUCATION

Goldsworthy Road  
CLAREMONT  
Western Australia  
Phone (09) 383 0403  
Fax (09) 383 1786

Head of Institute:  
Dr Toby Metcalfe  
Phone (09) 383 0401

### FURTHERING YOUR EDUCATION

The Edith Cowan University, through its Institute of Applied Language Studies, is interested in providing a ten week bridging course to assist Pilbara people to enter programs of further education. The course will be funded by the Department of Employment Education and Training under its equity programs and there will be no cost to participants. The course is designed for adults with a particular emphasis upon women from non-English speaking backgrounds. Other adults will be accepted provided that places are available.

The availability of the course at a particular location will depend upon the degree of interest shown and the enrolment of a sufficient number of acceptable students.

For further information, contact:

Dr Sonny Phang	Karratha College	Phone (091) 868 711
Ms Mandy Williams	Hedland College	Phone (091) 720 400
Margaret McGrath	Institute of Applied Language Studies,	Phone (09) 445 2883
Zia Throssell	Institute of Applied Language Studies	Phone (09) 383 0430

### COURSE DETAILS

- A full-time, ten week program.
- Commences Monday 2 September 1991.
- Concludes Friday 8 November 1991.
- Students will be prepared for the Alternative Test for Adult Admission (ATAA) in mid November.
- Academic study skills development and tertiary study preparation will be emphasised.
- There will be a concentration on extending students' abilities in the four language skills areas of reading, writing, speaking and listening, with particular attention to academic writing and reading.
- Assistance for people from non-English speaking backgrounds.
- Preparation for entry into university or other further education award courses. Students will be assisted to gain entry into the most appropriate course for them at one of the four Metropolitan Universities and Regional Colleges or other available tertiary programs.
- Further study may be in full-time, part-time or external modes.
- Help with childcare will be available.
- Financial support for students is also possible and no interested person should feel that they cannot undertake the course because of financial considerations.

## **APPENDIX 5.0**

### **Field Work: Pilbara 1991**

#### **Timeframe**

17 - 21 June 1991	First visit to Karratha and Hedland by Research Officer; Personal contacts; distribution of information sheet.
24 - 28 June	Radio, television and newspaper advertisements. Distribution of University brochure on proposed course.
3 July	Deadline for the registration of expressions of interest.
15 July	Decision made by Edith Cowan to proceed with testing and interviews.
14 - 18 August	Second visit to Karratha and Hedland by staff of Edith Cowan University to test and interview applicants.
2 September	Course commenced.
27 September	Tertiary Information Service Centre application.
13 - 14 November	ATAA Test

## **APPENDIX 6.0**

### **List of Employers Contacted**

#### **KARRATHA**

Coles Supermarket

Roebourne Shire Council

Woodside Petroleum

Hammersley Iron

#### **HEDLAND**

BHP Iron Ore Pty Ltd

Leslie Salt

Port Hedland Town Council

Coles Supermarket

**Vocational English for Teachers**

This course is for overseas trained teachers who wish to upgrade their qualifications in an Australian tertiary institution. It places emphasis on

- appropriate language skills for effective communication in the Australian classroom
- developing strategies for cross-cultural communication

Work experience will be arranged wherever possible.

Mode: Part-time — 20 weeks (13 hours per week)  
Entry level: ASLPR 3.

**English for Professional Upgrading**

This course is for migrant professionals in employment who wish to improve their English communication skills to enhance their career opportunities and to function effectively in their workplace.

Focus is on

- developing language skills necessary for effective communication in the workplace.
- developing strategies for cross-cultural communication.

Mode: Part-time — 10 weeks (6 hours per week)  
Entry level: ASLPR 2+

**English for Tertiary Entry**

This is an upper intermediate/advanced academic English course for students who intend to undertake either undergraduate or graduate study at a tertiary institution.

The course focuses on

- developing all four language skills necessary for tertiary study
- developing appropriate study skills
- learning to make effective use of university facilities
- guiding students towards independent learning.

Mode: Part-time — 10 weeks (10 hours per week)  
Full-time — summer course, six weeks  
(25 hours per week)

Entry level: ASLPR 2+/3

**Preparatory English for Tertiary Entry**

This is an intermediate academic English course that prepares students for the part-time or full-time English Tertiary Entry Course, or the full time Curtin English Language Bridging Course.

The course focuses on

- developing all four language skills at an intermediate level using academic materials
- developing appropriate study skills

Mode: Part-time — 10 weeks (eight hours per week)  
Entry level: ASLPR 2

**Advanced English Language Programme within TAFE** Phone 221 31

The M.A.E. courses are Advanced English Courses for migrants who have already completed some English courses with the Adult Migrant Education Service or who already have a basic command of the English language.

There are two types of M.A.E. courses:

**(a) English for Academic Purposes (E.A.P.)**

E.A.P. courses focus on Reading, Writing, Speaking, Listening and Study Skills.

The courses are for those people who want to improve their English skills for further study so that they can enter post secondary educational institutions such as:

TAFE Colleges,  
Universities

**(b) English for Occupational Purposes (E.O.P.)**

E.O.P. courses focus on Reading, Writing, Speaking, Listening and Job-seeking skills.

The courses are for those people who want to improve their English skills so that they can gain entry into the workforce.

**LENGTH OF COURSES**

DAY courses — FULL TIME. 10 Weeks for 22 Hours per week.

EVENING courses — PART TIME. 10 weeks for 6 Hours per week.

SUMMER VACATION courses — FULL TIME. 5 Weeks for 20 Hours per week. JANUARY — FEBRUARY

## Intensive Courses

**Monday - Thursday 9 - 3pm**

### English Course for Academic and Professional Purposes (ECAPP)

**AIM OF THE COURSE**

To prepare immigrants from non English speaking backgrounds to enter specific English courses at an advanced level or to gain employment in the professional sector

**THE COURSE WILL COVER**

- communication skills
- study skills
- cross cultural awareness

### English for Academic Purposes (EAP)

**AIM OF THE COURSE**

To prepare students of non English speaking backgrounds for tertiary study.

**THE COURSE WILL COVER**

- advanced academic English
- study skills
- cross cultural awareness
- preparation for English Language tests

### English for Engineers

**AIM OF THE COURSE**

To provide opportunities for overseas qualified engineers to develop the skills they need to obtain employment in their profession.

**THE COURSE WILL COVER**

- communication skills
- cross cultural awareness
- employment seeking strategies
- work experience opportunities

### English for Business and Commerce

**AIM OF THE COURSE**

To provide opportunities for overseas qualified business people to develop the skills needed to gain employment in the business sector or establish their own business.

**THE COURSE WILL COVER**

- advanced professional English
- communication skills
- aspects of business practice in WA
- research into business and employment opportunities
- work experience opportunities

### Summer Vacation Courses

Each of the above courses will be run over January - February plus: Communicating in English

## Part-time Courses

### English for Computing

**MON + WED 6 - 9pm or TUES - THURS 9 - 12pm**

**AIM OF THE COURSE**

To provide opportunities for students to gain English and computing skills that will aid their study program or enhance their employment prospects.

**THE COURSE WILL COVER**

- communication skills
- word processing skills
- elementary data base and spreadsheet skills

### General Professional English

**MON + WED 6 - 9pm**

**AIM OF THE COURSE**

To provide opportunities for employed migrants to improve their English.

**THE COURSE WILL COVER**

- advanced professional English
- communication skills
- cross cultural awareness

### English for Health Professionals

**MON + WED 6 - 9pm**

**AIM OF THE COURSE**

To make overseas trained health professionals aware of the health practices in WA and to prepare them for the Occupational English Test.

**THE COURSE WILL COVER**

- communication skills
- examination techniques
- professional English related to medicine
- cross cultural awareness

### Independent Learning Centre

The Independent Learning Centre (ILC) is a resource centre for people from non-English speaking backgrounds. The Centre is equipped with materials and resources which enable users to work at their own pace in areas of specific need.

As well as general English books and cassettes, the ILC has a growing number of resources available in the areas of:

- Business
- Health
- Engineering
- Tourism
- Agriculture
- Science
- Computing
- Literature, etc.

For more information, telephone Teacher/Librarian, Independent Learning Centre on 383 0440.

### Further Information

- all courses are held on the Claremont Campus of the Edith Cowan University
- For further information contact Karen or Marylyn on 383 0428 or 383 0431.

Institute of Applied Language Studies

Edith Cowan University

Claremont Campus

Goldsworthy Road, CLAREMONT 6010 WESTERN AUSTRALIA

## Selection Criteria related to Edith Cowan and Curtin Universities

### All Courses

- permanent residence
- intermediate to advanced English
- recent arrivals (less than 5 years) given priority

### Academic Courses

- intention to study at a tertiary institution
- understanding of the academic requirements for entry into proposed tertiary courses

### Professional Employment Courses

- professional qualifications
- demonstrated intention to find professional employment